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OCCASIONAL REPORT
FROM UCLA JUNIOR
COLLEGE LEADERSHIP
PROGRAM / NUMBER **8**

The Junior College Library

A Report of a Conference Sponsored by
the University of California, Los Angeles,
the American Association of Junior Colleges,
the American Library Association, and
the Accrediting Commission for Junior
Colleges of the Western Association
of Schools and Colleges

July 12-14, 1965

Edited by
B. Lamar Johnson

Occasional Report Number 8

JUNIOR COLLEGE LEADERSHIP PROGRAM
SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA, LOS ANGELES

January, 1966

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PREFACE

Increasing recognition is being given to the fact that the junior college library has responsibilities, opportunities, and problems which differentiate it from libraries in other educational institutions. The reasons are clear. Teaching in the junior college is limited to freshman and sophomore courses; technical vocational offerings are prominent in the curriculum; most students live at home and commute to college; and public junior colleges are increasingly becoming "open-door colleges" which serve heterogeneous student bodies.

The American Library Association and the American Association of Junior Colleges are currently organizing a joint committee to make the resources of these two organizations available for cooperative work in junior college library development. The California Junior College Association has recently established a library committee which includes both college administrators and librarians.

With this background, the National Conference on the Junior College Library was planned. The conference was attended by more than two hundred participants from seventeen states, the District of Columbia, Puerto Rico, Virgin Islands, Canada, and Colombia.

Presentations stressed the relationship of the Library to instruction. Also featured were reports on "libraries in action," including descriptions of new learning resource centers; standards for junior college libraries; and accreditation as an aid to strengthening the library.

Although the conference was concerned with libraries in two-year colleges, participants included representatives of four-year institutions—Florida Atlantic University, Monteith College, and Parsons College—whose experiences and insights seemed relevant.

The National Conference on the Junior College Library is the ninth summer conference to be sponsored by the University of California, Los Angeles, and the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges. The American Association of Junior Colleges has joined in sponsoring three of these conferences. The American Library Association was also a sponsor of the conference, the proceedings of which follow.

The editor expresses appreciation to those who presented papers and, for editorial services, to William Harper, Director of Public Relations for the American Association of Junior Colleges.

B. LAMAR JOHNSON

SECTION I

Introduction

EDMUND J. GLEAZER, JR.

THE STAKE OF THE JUNIOR COLLEGE IN ITS LIBRARY

A junior college is a place for learning. Learning in the college setting is facilitated by communication. Some of this communication takes place among people who are physically present. Among these people are students, teachers, and administrators. They ask questions, respond to inquiry, smile, frown, admonish, encourage, and criticize. This kind of person-to-person communication, however, represents only a very small fraction of the "meeting of minds" so basic to college-level learning. Most communication comes from people who are not there in person. They are far removed in space and time. Communication with them is established through various symbolic languages which we have learned to use and conserve.

On the printed page, in words, or a mathematical equation, a diagram, a chemical formula, or in a wood carving, a tapestry, an oil painting, or a photograph are registrations of man's aspirations and perceptions and accomplishments. Great ideas—some painfully derived, others caught in a flash of insight—achieve form and meaning through the many languages man has developed. That learning is effective which takes into account the experiences of others. The museums and libraries of our time make available the experiences of those who have sought truth in the laboratories, defended their concept of freedom in newspapers and in the trenches, sailed ships toward the edge of the world in seas reputed to be the home of monsters, built bridges, flown planes, explored space. These have left their records for others to use. They invite those who come after them to join in their experiments and to share in their disappointments, fears, and the exhilaration of discovery or victory. Libraries and museums are often seen as sleepy, dusty, innocuous depositories of miscellaneous artifacts—*until* someone discovers what the past is really saying.

Richard Llewellyn, in his book *How Green Was My Valley,*[1] describes the force with which the printed page can speak. In the words of Huw Morgan:

> Never will I forget the night my father read out of the great man's (Dr. Johnson) *Letter to the Earl of Chesterfield.*
>
> We sat still when he put down the book, and the room was still, as though in fear, and the very air seemed filled again with the stinging silence there might have been in that house off Fleet Street, on the night when a quill scratched, and eyes looked down at the writing with that calmness and distant cold that comes of prodigious fury long pent and gone to freeze in a dark corner of the mind, yet always kept alive by prodding memory in the volatile spirits of dignity, and now loosed as from the topmost heights of Olympus, each word a laden fireboat, each sentence a joy of draft, the whole a glory of art, this mere rebuke of a lordling, written by the hand that

---

[1] Richard Llewellyn, *How Green Was My Valley* (New York: The MacMillan Company), pp. 347–348.

through long, hungry years, had wielded its golden sickle in the chartless wilderness of words.

. . . So with Dr. Johnson, and John Stuart Mill, and Spenser, and William Shakespeare, and Chaucer, and Milton, and John Bunyan, and others of that royal company of bards, thanks to my father and Mr. Gruffydd, I was acquainted more than plenty of other boys, and thus had a lasting benefit in school.

But everything cannot be gathered together in every institution of learning. There is only one British Museum, one Smithsonian Institution, and one Library of Congress. Each place of learning defines the resources essential to its purposes just as it decides the appropriate kinds of teachers, and curricula, and students, and facilities. It decides in terms of its purposes—what it seeks to do. What does the community junior college do as a place of learning?

THE COMMUNITY COLLEGE INFLUENCES SOCIAL MOBILITY

Regardless of whether they come from a blue-collar or white-collar home, or from the upper-upper or lower-lower classes, students entering America's junior colleges, whether college-age or older (and who can any longer define *college age?*), are often ambitious toward ends but uncertain of means. They want to sample fields of knowledge—try themselves out, have the privilege of striking out but with assurance of another time at bat. Most of them have not packed their trunks to come to this kind of college. They pack their lunches. They work part-time, not so often on the college campus as in stores, plants, service stations, and on the farms of the areas in which they live. They don't return to college residence halls when they have time between classes. They go home, or to the parking lot, or to a job in the community. And at night they return to the residences in which they lived during their high school days—to the same families they have known through the years—to the same systems of relationships with church, family, other families, other community institutions.

The traditions of the home may not be toward an understanding and appreciation of the cultural heritage. And yet there will be minds ready for response if contact can be made.

Large numbers of America's community college students in the decade before us will have neither study space nor materials in their homes. The concepts of Kant and Plato and Jefferson and Michelangelo and Jesus and Camus will be unknown to them. These junior college students await introduction to the great ideas of the great minds. What will be the reaction of these students? Will they be overcome by self-consciousness? Will their unmet but potential instructors—authors, conveyors of our culture—invite them, persuade them, excite them; or will they be surrounded by such formality, circumspection, and quiet awe, that these academic neophytes will be rebuffed and repelled?

THE COMMUNITY COLLEGE IS AN EDUCATIONAL RESOURCE CENTER FOR THE COMMUNITY

People come to learn for many reasons. Some have encountered a problem or an opportunity. Others are questioning or frustrated. Regardless of their ages or stations in life, they may come to the community college. It is a continuing educational resource center. Community colleges may very well come to be major coordinating agencies for continuing education. The college will not be considered as a preparatory institution but as an accessible and available agency to be drawn upon as people have need—people who will come and go and come again.

This kind of college faces the community. Its systems are spliced with those of the community which becomes its context for learning. It has close relationships with the community orchestra and the art museum and the university extension services. It trains policemen and firemen and technicians. In its halls will be seen enrollees in the job corps and federal retraining programs, persons who seek occupational counseling.

The great issues of each new era will be debated in its classrooms and public meeting rooms: Viet-Nam and whatever comes next; the rights and responsibilities of people in the academic community; problems of overpopulation, or simply the issue of birth control; how to deal with de facto segregation. These and others are issues that an alert and responsible citizenry must discuss and analyze in order to be informed and to make proper judgments and decisions.

How can the experiences of others—for these are not problems totally new and unique to our time—and the reflections of great minds through the centuries be made available to such a variety of people with such a variety of needs?

THE COMMUNITY COLLEGE IS A DYNAMIC INSTITUTION

Many forces produce and shape the community college. The aspirations of people for the benefits of education can lead to its establishment. The institution's programs and services are shaped by a combination of economic resources and human aspirations. Characteristically, the necessity for rapid expansion is an almost inexorable force. At one time the term *junior college* was almost synonymous with the term *small college.* No longer is this true. Not only do pressures of enrollment demand greater capacity but the span of programs required in an "open-door" college and the wealth of resources needed to meet effectively the varied needs of a broad range of students mean that tomorrow's community colleges will enroll thousands of students. Some areas will develop several units or campuses in order to distribute educational opportunity more evenly throughout the service area of the institution.

Not only will the community college grow rapidly but its very claim to sensitivity and responsiveness to technological, social and economic shifts in its environment suggest a hospitable attitude toward change. Growth and change are factors to take into account in any plans for community colleges.

IDENTITY OF THE COMMUNITY COLLEGE

This kind of institution has been called a new social invention. It has come into being and evolved in response to societal needs. If not different in kind from other institutions, it is sufficiently different in degree to be recognized as an institution with an identity of its own. Leading architects have recognized this identity and are specifically designing community college facilities with the objectives and functions of this kind of college in mind. Administrators are prepared for community college careers in the Junior College Leadership Program. Similar efforts are under way in the preparation of junior college teachers.

If we follow the same lines of logic, is it not appropriate to propose that community colleges have libraries suitable to their singular objectives and functions? It is not enough to borrow the patterns and forms and procedures which may have worked well for other kinds of educational institutions with other assignments and missions. It may be a dangerous fallacy to assume that these will fit the role of the community college. They may or they may not. What is needed is an honest, analytical examination of the kinds of library services required to give expression to the community college concept I have described.

WHAT NEEDS TO BE DONE

Thus, point is given to this conference. The American Association of Junior Colleges is pleased to join in the sponsorship of this important meeting. Less attention has been given to the junior college library than to any other part of the instructional program. It is true that the Association has cooperated in formulation of book lists and that it reacted to a statement of Standards for Junior College Libraries which was developed a few years ago. But there has been an absence of constructive affirmative effort in this important field until just a little over a year ago. At that time, the Council on Library Resources and the Association sponsored a conference on strengthening library services in junior college education.

This historic meeting grew out of the evident need for an informal exchange of ideas relating to the problems that junior college administrators and librarians face. A select group of presidents, deans, professors, university and junior college librarians proposed a year's study of the junior college library which "would attempt to identify the role which library services have and potentially can have for junior college education and to provide guidance to junior college administrators for the establishment and operation of libraries in their institutions."

The conference was judged to be highly successful in its frank exchange of views and identification of needs. Unfortunately, the study proposal still awaits funding. In the meantime, the need for such a study has not diminished.

Another important step was taken May 26–28, 1965, when representatives of the Board of Directors of the American Library Association and the American Association of Junior Colleges met with other interested personnel to discuss junior college library needs, including:

1. A national conference of junior college administrators and librarians to review the changing role of the library on the junior college campus and the emergence of the library as a more closely related instrument in the instructional program.
2. Establishment of an organized program for recruitment and preparation of junior college library personnel.
3. Preparation of lists of materials appropriate to junior college libraries, including those supportive of vocational-technical programs.
4. Development of guidelines to encourage and support effective library services both for new and existing institutions.
5. Establishment of consultant services.
6. Provision of assistance for facility planning.
7. Establishment of a demonstration junior college library.

The group which met in May recommended to their respective boards that a continuing joint committee of AAJC and ALA be established to give leadership to such projects, and that full-time staff services be made available to the committee.

This presentation started with an emphasis upon the importance of communication in the learning process. The events just reported lead me to conclude this paper on the happy note that communication is improving between professionals who have somewhat different responsibilities on the campus but have a common interest in facilitating the learning process through effective and suitable library services.

We can talk to each other. We can listen to each other. We have a basis for understanding. And it is in this kind of climate that we move into this conference with the conviction that what we shall do is difficult, but, more important, it is essential; and it is time it was done.

SECTION II

The Library and Instruction

ARTHUR M. COHEN

THE LIBRARY AS AN AGENCY OF INSTRUCTIONAL IMPROVEMENT:

A REPORT OF A SURVEY

The junior college administrator often hears about plans and schemes for using and strengthening libraries and for coordinating them with instruction in the college. The library is variously called the "heart of the college" and the "foundation on which the instructional program is built." Librarians, and administrators who work closely with librarians, speak of innovating in the development of programs to strengthen libraries as agencies of instruction and learning. Administrators often wonder whether these programs can be adapted to the special situations existing in their own college libraries. They consider: "Does our library reflect the strengths and needs of our instructional program? What are instructors doing to stimulate students to get the most out of the library? What in addition might they do? How can the library be used as an agency for improving teaching?"

Answers to these and many more questions come easy to some administrators; to others, they are more difficult. Basic to the answers is, of course, the assumption that the administrator knows the library and its uses in relation to the instructional program in his institution.

PURPOSES AND PROCEDURE

The junior college administrator can use his college library as an aid to knowing and improving instruction. Through his awareness of the library and the uses to which it is being put by his instructional staff, he can achieve a fuller understanding of teaching at his college. He can also determine to some extent the library's potential in contributing to the improvement of instruction.

Fourteen years ago, as part of the California Study of General Education in the Junior College, Lamar Johnson set out to determine whether first-line junior college administrators could learn more about instruction in their own institutions by visiting their own libraries. He invited them to spend three hours in the library—hours that would ordinarily be spent elsewhere—and to report their observations. At that time there were fifty-nine public junior colleges in California; thirty-two administrators in twenty of these colleges participated in Johnson's study.[1]

During the spring of 1965, presidents and deans of instruction in seventy-four California public junior colleges were again requested to spend three hours in their libraries. The task was simple. Each administrator was asked to note, on a free-response inquiry form, any new insights he might have gained regarding strengths and problems in the instructional program at his institution. The purposes of this study were two: first, to determine whether, in fact, administrators may gain new insights regarding instruction by spending time in the library; and, second, to identify suggestions for improving the use of the library in teaching.

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[1] B. Lamar Johnson, *General Education in Action* (Washington, D.C.: American Council on Education, 1952), pp. 331–335.

Upon receiving the invitation, several administrators reacted with astonishment. They said they made regular visits to their libraries and could not understand how we would think they might learn more about their instructional programs through additional visits. One president replied, "Taking this much time away from other things . . . scares me to death." Incidentally, he did participate, and when he returned his inquiry form he included a letter stating, "I suppose you realized, when you made this assignment, that a college administrator is not likely to spend an extended length of time in the library unless forced to do so. Without your requirement, I am sure that I would never have made it."

As it turned out, thirty-four presidents and twenty-nine deans in charge of instruction, representing forty-five separate junior colleges, spent time in their libraries above that which they usually spend, and reported their observations. So large a response to a request of this nature seems to reflect the interest of California administrators in instruction and, in particular, its relation to the library.

Time spent in the library by each administrator prior to his completing the inquiry form varied little. Most visited for three hours, although sixteen of the sixty-three stayed longer. The majority passed the time talking informally with the library staff and observing students. They chatted with students and worked at the circulation desk. Less frequently, they reviewed library requisitions, checked the reserve shelves and stack collections, examined records of participation in book selection by various faculty members, checked circulation of books and recordings, or reviewed audio-visual holdings. A few spoke with faculty members whom they encountered in the library.

STRENGTHS AND SUCCESSES

The first question put to administrators was: "As a result of your observations in the library, what new insights did you gain regarding the strengths and successes of individual instructors?" This question was admittedly difficult; a few hours spent in the library can hardly be expected to shed much fresh light on particular instructors. Nine presidents and seven deans, for example, reported that they had learned nothing new. However, most administrators stated that they learned (or had previous opinions reinforced) much about the nature of courses offered by individual teachers. They found that some instructors knew the collections well and made assignments which directed students into the library. Many of these instructors gave clear directions to their students and insured that sufficient materials were available for their use. Apparently because of their own influence and inspiration, several of the teachers were successful in motivating their students toward independent library study. Services of individual instructors included: (1) assistance in selecting library materials; (2) placing books on reserve; (3) cooperating with librarians in developing study assignments; and (4) instructing students in library use.

Seven administrators reported a positive correlation between instructors who were most successful as teachers and the quality of the reference collection in their fields, the extent to which they participated in selecting materials for the library, and the number and value of library assignments which they developed for their students. One president was surprised at the amount of research required for a particular course and two deans were pleased with the total number of designated library assignments. Several administrators met instructors who were in the library reviewing the collection as an aid to planning their own work.

Administrators also viewed with approval other activities in which certain faculty members were engaged. These included consultations with librarians in the use of charts, slides, and tapes from the collection; work with individual students in the library; and verification of students' English forms and bibliographic citations. Thus, despite the difficulties involved, many respondents were able to gain insights into the various ways particular instructors used the library as an aid to their teaching.

Most administrators found it easier to answer a question regarding the strengths of the total instructional program as contrasted with the strengths of individual teachers. Only four presidents and two deans reported they had learned nothing new in this area from their investigations. The fact that the library was being used by great numbers of students was most widely cited as indicative of a successful program. Students were *using* library materials—not merely reading texts but actively searching the collections. Five participants commented on the widespread use of tapes and films. Others mentioned the heavy circulation of library materials and the fact that evening students were coming to the library during the day.

Some administrators noted that certain departments had large collections of materials and assigned many library projects. Most often cited were the English, Social Science, Music, and Art departments. One dean noted that students in the terminal-vocational departments in his institution did not make great use of the library; another found that in his they did.

Other indications of strengths were: (1) faculty participation in the development of the collection and in the careful selection of library materials; (2) assistance offered by librarians in finding pertinent materials for weak departments; (3) cooperation between faculty and librarians in instructing students on library use. One president was pleased to find that great numbers of students were knowledgeable in the use of bibliographic indices and were able to locate materials without difficulty. The fact that librarians worked readily with individual students was reported by two administrators. Orientation programs operated by the library staff for the benefit of new instructors were also described as positive features.

NEEDS AND PROBLEMS

Needs were noted by most respondents, although six presidents and nine deans replied "NONE" to a question asking if they had learned anything new about problems and difficulties of individual instructors. Eight administrators stated that many instructors did not seem to relate assigned reference work to the students' course work; apparently these instructors regarded library assignments as something apart from classroom instruction. Several others noted that instructors were not asking librarians to assist in arranging assignments for students or that they expected librarians to provide students with lists of materials which might better have been compiled and distributed in advance. Still others stated that many teachers seemed ineffective in motivating students to use the library at all, and other reports indicated that instructors seemed unaware of the many library services available to them and their students.

Weaknesses in teaching as reflected in the selection and use of materials received widespread attention. To nine administrators, it appeared that library materials and services were insufficient. Some instructors did not spend enough time in the library, a point apparently related to the time lag in obtaining new materials and to the failure in cooperation between librarians and faculty in structuring student assignments. Two deans discovered that instructors were either not taking time to order new books or did not order far enough in advance of the time when materials would be needed. Even in areas where appropriate materials were available, administrators determined in many cases that reading lists were not up to date, that quantities of materials were not verified before making assignments, or that instructors' assignments were consistently paced at levels inappropriate to the students.

In this library inquiry, presidents and deans were also asked to comment on insights they might have gained into the problems and needs of the general instructional program. Space was the problem most frequently designated—space for individual and group study, space for storage, and space for handling and sorting materials. One president referred the question back to us. He said, "Due to space limitations, we are faced with the alternative next year of adding more books and reducing space for students, or of retaining an inadequate level of book collection and keeping student stations at the present level, which is marginal—what would you do?"

The problem of lack of space may possibly be related to students' use of the library as a comfortable area in which to study their own textbooks. Sixteen respondents commented on this limited use of the library although nine viewed it as a strong point in the program. A president reported that his college had been buying texts for the reserve book room so that students unable to afford books of their own would not be handicapped. "Students under this system," he noted, "are not learning much about the library and its resources." He, too, posed a question in his reply, asking whether something should be done to discourage students from using the library as a study hall but reflecting the hope that "juxtaposition may lead to discovery."

Several other problems and needs of instructional programs were identified, most of them centering around the lack of communication and cooperation between faculty and librarians. The fact that librarians and instructional staff members did not cooperate in ordering materials was pointed out, together with the lack of communication in making assignments for library use and the absence of a system to disseminate information to faculty regarding available services and materials.

Other weaknesses of the programs appeared: first, the wide discrepancy among academic departments in making library assignments and in stimulating library use; second, the lack of current materials in all areas; third, ineffective methods for finding information on given topics; and fourth, the failure to relate students' use of the library to their course work. In several cases it was noted that departments not making much use of the library were among those which have large percentages of transfer students and might be expected to have strong library collections.

Many administrators regarded limited physical facilities as weaknesses. Respondents commented on the age and small size of the library; on the distance of the library from the center of the institution; and on the inadequate facilities for reproducing materials. Library personnel were rarely criticized, although one dean found the staff "unimaginative" and several took librarians to task for failing to do an effective job of teaching techniques of library use to students. The part played by audio-visual equipment and supplies in the modern library was emphasized. Some administrators discovered that audio-visual equipment was not used heavily or that a discrepancy existed between available materials and the equipment necessary for their use. The responses indicated particular concern over the apparent gulf between activities of instructors and librarians. Obviously, a strong program cannot be built without the cooperation of both groups.

SUGGESTIONS FOR IMPROVEMENT

When respondents were asked to suggest ways for improving library-instructional relations, a wide range of responses was received, with suggestions falling into three general categories: (1) new or improved techniques of encouraging the use of existing facilities by students and staff; (2) improved communication among librarians, faculty, and students; and (3) expanded physical facilities and collections of materials.

Respondents generally agreed that it is possible to strengthen instruction through better use of library facilities, and some suggested that more assignments should be given to attract students to the library for purposes other than reading texts. Coordination between such assignments and the use of reserve materials was felt desirable, so that a reserve collection would not simply be composed of supplemental textbooks but would include materials that would expand and enrich classroom treatment of the subject matter. Existing library orientation programs could also be modified so they would serve as "intellectual catalysts" rather than as mechanical means for demonstrating the use of card indices and the locations of reference rooms.

The problem of communication focused on ways to get instructors into the library in advance of planning their courses and making assignments. Some administrators suggested regularly scheduled meetings between librarians, faculty, and the dean of instruction, plus occasional consultations with outside experts. Others suggested that librarians visit departmental offices periodically, and that all instructors visit the library by appointment at least once a semester. Other communication devices receiving support included: (1) revising and improving courses in library use for new faculty members; (2) reorganizing faculty-library committees; and (3) establishing better systems for notifying the faculty of new library acquisitions.

A number of suggestions were made regarding improvement of physical facilities. Respondents called for larger buildings, separate study halls, construction of study carrels, and installation of carpeting.

Several administrators remarked on ways of encouraging departments to strengthen weak collections. They suggested that an instructor or department chairman be assigned specific responsibility for augmenting the library collection whenever a course is changed or enriched. Supplemental departmental libraries were advocated also.

Additional suggestions took the form of specific recommendations to: (1) install automated cataloging systems; (2) coordinate audio-visual centers with the library; (3) take measures to disperse "peak periods"; and (4) reshape the card files into a 'U' with the librarian's desk in the center so that students would find it more convenient to ask questions.

The last question on the form asked whether the participants felt that the time they had spent in their libraries was sufficiently valuable to warrant more frequent visits. Twenty of thirty-four presidents answered "Yes," but the deans were split (nine, eleven, and nine) among "Yes," and "No," and "Uncertain." This may suggest that, because deans are closer to the instructional picture than are presidents, they have less "new" to learn. Or perhaps deans commonly spend more time in the library than do presidents. At any rate, most respondents felt they could profitably visit the library more often. The amount of time which the administrators thought desirable for this task ranged from "one to two hours per week" to "several unscheduled hours per year."

CONCLUSION

The purpose of this study was (1) to determine whether presidents and deans of instruction can gain new insights regarding instruction by spending time in the library and (2) to have them suggest ways of improving library use. Sixty-three administrators in forty-five colleges seemed to gain fresh insights into the operation of their instructional programs and made several suggestions for helping library-instructional relations.

The insights gained and suggestions made can become the bases for programs to strengthen instruction through more efficient use of libraries. There is rarely any need for extensive reorganization to accomplish this task. Improvement of library-instructional relations can take many relatively simple forms. Often these are nothing more than clearer processes of communication among students, librarians, and faculty members. Administrators are, and should be, concerned with improving instruction. The library can well aid in effecting this purpose.

B. LAMAR JOHNSON

"VITALIZING A COLLEGE LIBRARY": A QUARTER CENTURY LATER

The past quarter of a century has been a period of epochal change. Television, atomic bombs, Sputnik, and space exploration—together with the accompanying revolution in the learning and thinking of man—were unknown twenty-five years ago. Information retrieval, learning resource centers, and programmed learning had not appeared on the scene; data processing was not a part of our thinking; and the paperback was in its infancy.

In 1940, the junior college was a fledgling institution with an enrollment of less than 250,000 students. Today, the two-year college, with more than a million students, has achieved a high degree of maturity and acceptance.

Against the background of dramatic change in life and in education, it may seem somewhat irrelevant to look back twenty-five years to library developments at a residential junior college for women in Missouri. Stephens College is clearly not typical of today's rapidly growing open-door colleges, which are attended largely by commuting students. Obviously, plans specifically developed for Stephens will not be suitable for most junior colleges. But some of the principles underlying what happened there are applicable to the new institutions.

BACKGROUND FOR DEVELOPMENTS AT STEPHENS

Library developments at Stephens College were recorded twenty-five years ago in the book *Vitalizing a College Library*.[1] I suggest that we look at some of the things that happened at Stephens during the thirties and identify their possible relevance for junior colleges in the sixties. Since our major concern at this conference is the relationship of the library to instruction, I shall emphasize this aspect of developments at Stephens.

In the early thirties, James Madison Wood, President of Stephens College, became intensely interested in the role of the library. He observed that librarians did not stand high in the hierarchy of college affairs, and that libraries were tangential and peripheral to college teaching. President Wood was both a man of action and a man of ideas. He therefore resolved to do something about the library.

The plan he developed was simple. The college would employ a librarian who, next to the president, would be the ranking member of the faculty. He would not be a mere custodian of books but would have broader responsibilities. Since the library should be related to teaching—and teaching to the library—the new staff member would have the dual position of librarian and dean of instruction. As librarian, he would know the library and its resources;

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[1] B. Lamar Johnson, *Vitalizing a College Library* (Chicago: American Library Association, 1939).

as dean, he would know the curriculum and instruction. It would be his responsibility to develop the type of library required in the instructional program at the college and to adapt the library to the needs of teachers and their students. It also would be his responsibility to work with the faculty in developing an instructional program in which the library would become centrally important.

In 1931, the Carnegie Corporation of New York—through its president, Frederick P. Keppel—made a grant to Stephens College to finance library operations at the college and, in particular, to employ a librarian who would also be dean of instruction. That same year, I was invited to assume this new position.

Because of lack of training and experience, I spent the first year of my Stephens appointment at the University of Michigan, where I studied basic courses in library science and worked on plans for library-instructional developments at Stephens.

A LIBRARY IN ACTION

One of my first acts at Stephens was to extend to the faculty an invitation which was frequently repeated during subsequent years:

"We talk a good deal about the importance and the methods of individualizing instruction. Just as the principles of individualized instruction are accepted at Stephens, so also are the principles of individualized library administration. We on the library staff accept no single pattern of administration, for we wish to adapt the library and its organization entirely to your needs and to those of your students. Accordingly, we are asking you to, first, examine the objectives of each course which you teach; second, survey the methods which you use in attempting to attain those ends; third, determine, in the light of your aims and of your methods, what the library can do to help you better attain your objectives; and, fourth, report to us what we can do to aid. We shall do our best to adapt the library to your needs, whatever they may be."

The response of the teachers to this invitation was from the very first encouraging.

Zay Rusk Sullens, at that time an instructor in world literature, suggested, "Suppose we bring a class to the library and say, 'You want to know literature. Here it is. Read it!' Wouldn't it be interesting to know what would happen?"

Here was an instructor who had considered the objectives of her teaching, and who had an idea for using the library more effectively to achieve them.

That next semester, she brought a class of thirty students to the library, where they spent their class hours reading or visiting about books with their instructor in the stacks of the library. That group of thirty soon grew to three hundred, then four hundred, and even more in recent years. Although course organization was changed from time to time, students typically met individually or in small groups with their instructor once a week. At these sessions, they discussed the books they were reading—and the personal reading diaries which each of them kept. The remainder of course time was allotted to reading. This meant that students would spend in individual reading two of the three hours that would—in a three-unit course—ordinarily be spent in class. The amount read by individual students varied from 6,000 to well over 20,000 pages. In a typical year, the 430 girls enrolled in the course read a total of 8,600 books, representing 1,534 different titles. More significant than quantity or range of reading was an increased campus awareness of literature, the development of plans for individual reading, and an increased enjoyment and appreciation of books.[2]

One of the impressive outcomes of conferences with teachers was the repeated request of faculty members for an opportunity to work with students in the presence of books. Some instructors began scheduling office hours in the library; others brought their classes to the library for occasional "laboratory periods," particularly at times when new units were being studied or when investigative papers were being planned. In several departments classroom libraries were developed—some as short term loans, others for use throughout a college year. Today such collections probably contain paperback books.

In 1933, the social studies faculty asked for a division library to be established adjacent to their offices and classrooms. Similar libraries were later developed for the communications, marriage and family, and natural science divisions. It was assumed that a major value of division libraries would be that of convenience, and this proved to be an accurate assumption.

But equally important were the services of the division librarian. Since the librarian-dean could not be intimately acquainted with instruction in every division, plans were developed under which division librarians became acquainted with teaching in their respective fields. Each librarian was competent in the field of his division, was a member of the faculty, and participated in curriculum planning and development. On occasion, a librarian would teach a course in his division. Librarians also visited classes to further acquaint themselves with instruction—particularly at times when assignments involving library materials were made or discussed. Class visits and attendance at department meetings occupied approximately three hours of a librarian's time during a representative week.[3] An additional three and one-half hours were spent in conference with faculty members.

Regardless of how adequate a book collection may be, regardless of how well a library may be organized and administered, regardless of the quality of its furnishings and equipment, regardless of its seating capacity, the use of a junior college library ultimately depends on the kind and the quality of teaching done by the faculty. All other aspects are mere "window dressing," if teaching is not library centered.

Accordingly, the most important library improvements at Stephens were those which emerged from changes in teaching. In some cases—as, for example, in world literature—the library became the locale, the text, and the entire focus of study for a course. In other courses—in communications and in social problems, for example—the library became an important adjunct to a course syllabus or text. Instructors in science increasingly assigned papers which required study in a variety of books and periodicals. Books were also increasingly used for reference purposes during science laboratory periods.

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[2] Johnson, *Vitalizing a College Library*, pp. 31–34; B. Lamar Johnson, Eloise Lindstrom, et al., *The Librarian and the Teacher in General Education* (Chicago: American Library Association, 1948), pp. 40–42; and Zay Rusk Sullens, "Individualized Procedure in the Sophomore Survey," *English Journal* (college ed.), XXIV (November 1935), 746–756.

[3] Johnson, Lindstrom, et al., p. 67.

The fact that something was happening to teaching at Stephens during those days is suggested by data regarding the circulation of books. During the five years preceding the developments at Stephens, the average student borrowed from the library nine books per year, excluding overnight reserve books. During the thirties, circulation quadrupled to more than thirty-six books per student. Such a change would be impressive in even today's post-Sputnik period. It was particularly notable in the thirties—and at Stephens, where the plan of library administration (open shelves, dormitory and classroom libraries) made books unusually accessible and, therefore, made the borrowing of books less essential than in an environment in which formal circulation is the sole means of accessibility.

The increased use of the library at Stephens can be attributed to changes in the instructional program. Such changes as those which occurred in library administration were significant only to the extent that they influenced the kind and quality of teaching done by the faculty.

ADDITIONAL DEVELOPMENTS

Three additional aspects of library development at Stephens are pertinent.

1. The concept of library materials was expanded to include not only books, periodicals, and other printed materials but also pictures, music scores, phonograph records, slides, and motion pictures. Developments at Stephens more than a quarter of a century ago were helping to lay a foundation for the vastly complex learning resource centers that colleges and universities are establishing today.

2. It was concluded that a college committed to making the library central in the instructional program requires a new type of library-instructional building. Despite their advantages, division libraries scattered over a campus create problems associated with decentralization. Accordingly, plans were projected for a library-instructional building which would provide space and facilities for instruction for all courses in which the basic laboratory resources are books and other library materials. To this end, in 1937, the college invited a consulting committee of educators and librarians[4] to work with the staff in developing plans for a building designed to meet the needs of a college which recognizes the essential unity of the library and instruction. Plans for the building—which was not actually constructed—provided for division reading rooms adjacent to faculty offices and classroom-conference rooms. The plans retained the advantage of locating library materials close to instructional activities and yet provided for centralization of library resources within a single building.

3. The essential unity of the library and instruction was recognized. Few, if any, staff members have an opportunity to know junior college instruction as well as the librarian knows it. The librarian can observe the results of teaching as he sees students at work on assignments. He is with them when they confront problems and when they discover interests. More or less incidentally in any college, the librarian can, and often does, amass a significant body of information about teaching—particularly in terms of the interests and the

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[4] Paul Packer, Dean of the School of Education, University of Iowa; W. M. Randall, Professor, Graduate Library School, University of Chicago; Charles Rush, Librarian, Cleveland Public Library; and Joseph L. Wheeler, Librarian, Enoch Pratt Free Library, Baltimore.

problems of students. Ordinarily, however, little, if any, use is made of the librarian's information regarding instruction.

Since the college administration, librarians, and faculty are unaware of much of the instructional assistance and leadership that can be provided by librarians, the library staff goes on its way ordering, receiving, and cataloguing books; arranging book displays; and answering reference questions—but failing in crucial respects to help improve teaching.

By establishing the dual position of librarian and dean of instruction and by stressing the instructional implications of this position, Stephens College took a notable step toward recognizing the essential unity of the library and teaching. Information obtained by librarians, it was found, could be utilized. One simple practice helped much. Librarians notified teachers when they observed that more than two or three students were having the same difficulty in working on an assignment. By exchanging such information with faculty, librarians could assist in the instructional process. Such sharing was effectively encouraged.

SELECTED PROBLEMS

There are problems in putting into operation the procedures I have described. Four problems follow:

1. It may be impossible for most junior colleges to combine the positions of dean of instruction and librarian. Not only would the responsibility of the dean of instruction preclude such an arrangement, but few persons would be qualified—or interested in becoming qualified—in both librarianship and the administration of instruction. Nevertheless, Harvie Branscomb, former Chancellor of Vanderbilt University, in commenting on the Stephens plan, asserted, "It may not be wise in other situations to place the librarian in charge of instruction, but college administrators who turn from this solution will find it incumbent upon themselves to seek by other means the integration of effort which this solution achieved."[5]

Such a plan may prove workable, however, in some colleges. Regardless of the approach that is adopted, the position of the librarian—with or without joint tenure in a second position—can be one of central importance in the development of the curriculum and in the improvement of instruction.

2. Decentralized libraries—division libraries, for example—are expensive. Such an organization makes it necessary to employ more librarians than are required in a single central library. Under a decentralized plan it is often necessary to duplicate holdings for use in different libraries. In addition, under such a plan, students and faculty members may waste time in locating books because they do not know in which library to seek a particular title that may be relevant to two or more fields.

Division, department, or classroom libraries may be practical in few colleges. Nevertheless, means should be sought to make library materials conveniently available to all teachers and students. This can be done by locating faculty offices, classrooms, and conference rooms in or adjacent to the library building. It is also useful to arrange for classes to meet in the library for laboratory periods.

3. It is sometimes difficult to channel to instructors observations of librarians on teaching. Valuable information about the instructional process may

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[5] Harvie Branscomb, *Teaching with Books* (Chicago: American Library Association, 1940), p. 101.

be lost. Lines of communication and means of developing mutual confidence between and among librarians and instructors can be developed by assigning a librarian to work with a particular instructional division. This is not to suggest that librarians should be evaluators of the work of individual teachers. But there can be communication and exchange that will be invaluable in the instructional process.

4. A junior college library of the type that I have described is expensive. The library budget at Stephens was generous but not extravagant. As a matter of fact, when costs were computed on the basis of the cost per book circulated, Stephens fared remarkably well when compared with other colleges. Nevertheless, such library services are not inexpensive.

The late W. W. Charters once asserted, "If I were an educational administrator, the first charge against the budget, after faculty salaries, would be for the library." Such a policy can, I believe, be justified, for through the library we are able to add to our faculty the greatest minds of this and all ages. In the library, we have the recorded thoughts of our greatest scholars.

IMPLICATIONS FOR OTHER JUNIOR COLLEGES

I would like to suggest seven implications which library developments at Stephens in the thirties may have for junior colleges in the sixties.

1. Recognition must be given the fact that use of the library is ultimately dependent upon the character of the teaching in a college. The single most important contribution of what was done at Stephens was to demonstrate the fact that library improvement must emerge from changes in teaching. Instruction inevitably affects the library and its use. Book collections, buildings, budgets—these are all essential. But if we have all of these and teaching is textbook and lecture centered, little happens in the library.

A library program which simply starts off with buildings, library staff, and library collections is doomed to failure. On the other hand, a library program which takes off from the "launching pad" of teaching—and recognizes the mutual effect of teaching on the library and of the library on teaching—has done much to assure success. Book collections, buildings, and budgets will inevitable follow.

2. The unqualified support and encouragement which the college administration gave to the library at Stephens is a *sine qua non* in any college which wishes effectively to utilize the library in its instructional program. While financial support was included, more important was the recognition of the importance of the library and an awareness of its relevance to many aspects of college operation.

The physical facilities of the libraries at Stephens were what we today would regard as underprivileged. The general library at that time was located in a low-ceilinged basement of a dormitory, the decor of which was disturbed by unsightly heating pipes which crossed the ceiling. Division libraries, typically, were reconstructed classrooms.

Nevertheless, the college administration was committed to unqualified support for the library.

3. The librarian must have a position of central importance in the college organizational structure, if the institution is committed to making optimum use of its library.

4. If a librarian with the qualifications noted here cannot be found,

person with the necessary intellectual and personal characteristics could be provided with one year of schooling to qualify for the position. Successful junior college teachers, with the necessary training, could provide an important corps of librarians. And experienced librarians from public schools or four-year colleges and universities could be oriented to junior college curriculum and instruction through a year of study in a university.

5. It is desirable—to the greatest extent possible—for teachers and librarians to merge into a unified instructional staff. To a degree, this can happen as librarians serve as members of departments and divisions and participate in curriculum planning and teaching, not only in the library but also as they visit classes and upon occasion actually teach sections of basic courses. This merger can further be extended as librarians share with their faculty colleagues insights regarding instruction—including both the problems and achievements of students—which come inevitably to the librarian as he serves at a circulation or reference desk.

6. The library can serve as a center for all instructional resources, including those which emerge from recent developments in electronics. I have referred to the inclusion of varied audio-visual materials in the Stephens College library. This concept is amplified in the learning resource centers that have recently been developed in colleges and universities.

7. It is desirable to plan the library building or buildings in such a way that classes and offices are located as closely as possible to appropriate books and other library materials. I have described a decentralized plan of division libraries at Stephens and have also reported proposals for a building—possibly it could be designated a "libratory"—that would house both library materials and instructional activities.

CONCLUSION

The staff of every college must examine its own objectives, programs, and facilities and, in the light of such examination, project plans for the effective utilization of library resources. In such a projection the support of the administration is essential; an expanded concept of library resources to include all types of instructional materials is desirable; and the cooperative awareness of librarians and teachers to library instructional opportunities is necessary. Above all, recognition must be given to the fact that use of the library is ultimately dependent upon the character of the teaching done in the classrooms and laboratories of a college.

PATRICIA B. KNAPP

LIBRARY-COORDINATED INSTRUCTION AT MONTEITH COLLEGE

The Monteith Library Project is a model program consisting of a sequence of ten library assignments coordinated with a four-year program in liberal, general education, conducted under a grant from the Cooperative Research Branch of the U.S. Office of Education.[1] Seven of the ten assignments were specifically designed for the first two years of the Monteith curriculum. All of them illustrate principles which can be adapted to various kinds of programs at various levels. But I shall concentrate on those which seem to me to be particularly appropriate for the academic curriculum in the junior college.

LIBRARY COMPETENCE

Library competence is not the same thing as library addiction. The heavy reader can satisfy his craving without going much beyond the browsing collection; the dutiful student can satisfy all of his course requirements without having to use any library tool except the card catalog, and without using that except as a tool to locate a book he has already identified by author and title.

On the other hand, library competence does not consist of a kind of push-button fund of information. Library competence is a sense of the library as an organization of resources. The word *organization* should be stressed. The competent library user may not know that religion is in the 200's and art is in the 700's, nor that filing in the card catalog is letter by letter to the end of the word, but he understands the relationship among the major library tools. He appreciates the fact that a classification system is inevitably linear and unidimensional, in the sense that a book can be physically present in only one place at one time. He appreciates the fact that the card catalog adds extra dimensions because it can list one book in more than one place. He understands that indexes break down the physical unity of the book providing multiple access to its parts.

The competent library user also understands that the particular library he patronizes is part of a larger system of library organization. He understands that a single library can serve as a point of entry into the total system. He understands, furthermore, that the organization of the library connects in some way with the organization of communication outside the library itself. He can find book reviews which will help him select books or recordings for purchase at the bookstore or the record shop; he can find the names of people to whom he can write for information.

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[1] "An Experiment in Coordination between Teaching and Library Staff for Changing Student Use of a University Library," Project 874, Cooperative Research Branch, Office of Education, U.S. Dept. of Health, Education and Welfare (Detroit, Mich.: Wayne State University).

The competent library user knows how to conduct a dialogue with the library system. Understanding the nature of library organization, he has some concept of the need to adapt his own needs and questions to that system. He recognizes the fact that his approach should vary, depending on whether he wants "a good book" to read, "something" or "anything" reasonably dependable on a given subject, "a definitive study" or "the best authority" in a given field, or "thorough coverage" of that field.

He also understands the nature of the search strategy. He knows that when he is working in unfamiliar territory, his first problem is to determine the lay of the land. He uses resources which acquaint him with vocabulary, concepts, people, organizations. In familiar territory, he is skillful in the use of clues; he knows how to track from one reference to another. And, finally, he has something of a gambling sense. He does not rely on dogged persistence to find what he wants. Instead, he is rather quick to figure the odds on the probable payoff of a particular line of inquiry.

This kind of competence is the sort that the practiced library user has acquired in some measure through experience. It is not knowledge about the library but a sort of deftness in the use of the library, a kind of latent ability.

Such library competence is acquired only through actual use of the library. It cannot be transmitted in a one-shot fashion in a unit in freshman English nor even in a full semester course of instruction in the use of the library. And yet there is evidence, going back now almost 40 years, which shows that the great majority of undergraduate students, even in very good colleges, use their libraries only as a source of the specific titles required or recommended by their professors. Something like 15 per cent, the minority of highly motivated and academically oriented students, use it extensively and intensively enough to become acquainted with it as an organization of resources. This, it seems to me, is not a high enough percentage for a period in which social change is so rapid that one of the major hazards of our time is intellectual obsolescence.

Because we at Monteith believe that all undergraduates, not just the elite few, should have the opportunity to develop library competence, all of the assignments in our model program are coordinated with the basic courses required of all students. And because we conceive of library competence as consisting not of knowledge of a specific body of information about the library but rather as a combination of general perception and certain general skills, we are concerned in each assignment with process rather than with content, with principle rather than with fact.

The sequence as a whole is unified in terms of "the way." Each assignment is expected to contribute to the student's understanding and skill in the choice of a way, or path, from where he is to where he wants to go and to his understanding and skill in the way to use the bibliographical tools of the library and of the scholarly world.

The first assignment in the series is related to the first reading in the social sciences sequence, which includes selections from Plato, the *Apology* and the *Crito*. Discussion of this work centers on the tension between man as a free individual, with duty only to God and to himself, and man as a member of an organized society, with obligations to the state and to his fellows. The library assignment makes use of the terms which come up in this discussion. Each student is given a set of questions with answers to be found in the card catalog, the *Oxford English Dictionary*, the *Readers Guide*, the *International Index*, and the *Syntopicon*. Each set of questions is related to one abstract term, such as "Liberty," "Natural Rights," "The State," or "Independence."

As they do the assignment, some thoughtful students may run across ideas which will contribute to their understanding of the concepts under discussion, but for most it is frankly an exercise. It is designed to illustrate the principle that there are many "ways" to the resources in the library and that the choice of a way depends upon one's goal. Students are disabused of the notion that the card catalog is *the* key to the library. They learn from their experience that it is a relatively ineffective instrument for identifying and locating materials on large and abstract ideas.

Many students, however, do not easily deduce such general principles from the experience. It is important, therefore, to emphasize the distinction between a logically organized system, like that of the *Syntopicon*, which inevitably reflects the cultural bias in the logic of its maker, and an objectively organized system, like the alphabetically organized card catalog. At this point, the discussion can lead to comments about the fact that the organization of the catalog is not truly alphabetical, and that, with its sub-headings, its inverted headings, its phrase headings, and its cross-references, it, too, reflects the culture and the logic of our society. Experience with the *Oxford English Dictionary* illustrates not only the possibility of a third kind of organization, the chronological, but also the point that words and their meaning change through time and that one must take such change into account in dealing with printed resources. And, finally, experience with the *International Index* alerts the freshmen to the existence of indexes other than the *Readers Guide* and introduces them to the idea that the more scholarly index is likely to be particularly appropriate for college work. Here, too, one's choice of a "way" depends upon one's goal.

The lesson of the second assignment in the series is that the choice of a path in the library depends not only on where you want to go but also on where you are. In our first fumbling attempts to plan course-related library assignments we discovered that students showed little discrimination in selecting books from the open shelves. The practiced user of an open-shelf collection knows how to size up a book rapidly. He is adept in the use of such signals as the date, the publisher, the qualifications of the author, the footnotes, and the bibliography. The ordinary freshman, however, is apt to ignore such signals. He looks first for relevance, which means how close the book comes to answering the teacher's question, and second for readability, which means easy print, easy language, and, often, textbook study aids. Our assignment directed the student's attention to the more significant clues and asked him to examine and evaluate ten books in an hour. We had five sets of books, each set concerned with one aspect or another of the Sacco-Vanzetti case, which was under consideration in the social sciences course. Here, again, our aim was to have students discover general principles through reflection upon their own experience. One discussion began with the question: "Which would be a better book about the Sacco-Vanzetti case, one written in 1930 or one written in 1960?" As students began to debate the merits of what might be an eyewitness account versus the balanced objectivity which might be achieved through time, it became clear to them that the date was an important factor to be taken into account. Another discussion centered on the qualifications of the author. One student indicated that the autobiography of Emma Goldman would not be a good book to use for studying American radical movements, "because she was obviously biased." In discussion of this point, it was possible to develop the idea of a book as a primary document, as a piece of evidence to be used by the reader in reaching his own conclusions. In none of the discussions were we concerned with imparting to the students facts about publishers, authors, or bibliographies. Our sole concern was to convey the message that the path of the open shelves is not as easy and obvious as it might seem. Just any book "on" the subject will not do—at least for college work.

With the third assignment in the series, an assignment also related to the freshman year in the social sciences course, we moved away from specific library tools into the bibliograpical tools which organize the literature of scholarship. Perhaps I should digress a bit here to discuss this distinction. We first became aware of its importance when we tried out an assignment which required students to use the library for information to be used in connection with their freshman research project. This project was to involve "real" research. Students were expected to formulate an approach to a real problem, decide upon methods for gathering data, and use first-hand sources. It was not expected that freshmen would produce any significant contributions to knowledge, but they were expected to begin to develop an understanding of the concepts and approaches used in the social sciences.

The library proved to be of little help to students in their work on this project, and we discovered that one reason, at least, was that library tools, such as the card catalog, the classification system, and the indexes, tend to emphasize subject, form, and perhaps date and place, whereas the social scientist's approach emphasizes discipline, concept, and method. For example, Weber's *The Protestant Ethic and the Spirit of Capitalism* is classified in religion with books about Protestantism, although it is a work of sociology. A report on a study of race relations conducted in a public housing project is more likely to be indexed under the name of the project or the city in which it was conducted than under "race," "culture," or "interpersonal relations." The classic example of the method of participant-observation, Whyte's *Street-Corner Society,* is not entered anywhere under "participant-observation." However, the bibliographic tools of academic disciplines—the guides to the literature, the annual reviews, and the bibliographic reviews—are organized to reflect the concepts, methods, and "schools" of the disciplines. They are selective in the sense of identifying key works and significant contributions but not in the sense of limiting their coverage to one or another form of publication.

To beginners, such as our freshman students, the most useful tool is probably the bibliographic review, which provides the information through which they can get the lay of the land in a territory of fairly limited scope. For this reason, we use it in our third library assignment in the model sequence. We ask each student to read a bibliographic review which is focused on a concept, method, or special area of study that is reasonably appropriate for the project he has tentatively decided upon. We then ask him to formulate one or more hypothetical research questions and to indicate which items in the bibliography are likely to provide relevant models, which might supply information about useful research methods and instruments, and which might include pertinent data.

Discussion of the assignment places the bibliographic review in the chain of bibliographic control which is more or less characteristic of every discipline, the chain which begins with the original reporting of a study, proceeds through listings in indexes, abstracts, and annual reviews and culminates in exhaustive bibliographies, encyclopedic works, and state-of-the-art reviews. In spite of the variations in this pattern among the disciplines, variations which are related to differences in history, in style of work, and in economic support, the student should begin to develop some sense of the unity of the intellectual world. He should begin to get over the idea that every field of study is a law unto itself, forbidden and mysterious except to those who have been given thorough specialized training.

A later assignment in the series, one which is presented in the first term of the sophomore course in the humanities, gives us an opportunity to reinforce the idea of pattern in the organization of the literature of the several academic disciplines. This assignment repeats the moral of the book evaluation assignment, that the choice of a path depends upon where you are and on the amount of information you bring to your search.

In connection with his reading and discussion of Joyce's *A Portrait of the Artist as a Young Man,* the student is asked to examine and evaluate three sources of references: (1) an exhaustive listing, such as the *Annual Bibliography of English Language and Literature;* (2) either a selective but commented bibliography, such as *The Year's Work in English Studies* or a general article with a very brief bibliography, such as the article on Joyce in the *Dictionary of National Biography* or the *Encyclopaedia Britannica;* and (3) a monograph or a textbook. In discussing the value of these sources for the specialist, the general reader, and the beginning student, the students develop a sense of the continuum in bibliographical sources, a continuum which has, at one end, works which offer a high degree of coverage of the literature but little direct information and, at the other end, works which provide considerable information but sketchy coverage of the literature. The user must place himself on this continuum. If he is a specialist, able to bring a great deal of information to his search, he can make effective use of the exhaustive listings, just as he can make use of the specialized monographs. If he is a neophyte, his best starting place is probably the brief but highly selective bibliography provided in the encyclopedia article or the basic textbook.

The only assignment we devised that was specifically related to the natural sciences course sequence was one which we called "the popular science assignment." For this, the student is asked to begin with a report on some sort of scientific discovery which appears in a popular journal, such as *Time* or the *New York Times Magazine,* and to trace it through the bibliography back to its original appearance in a scientific journal or report. He is then to write a paper about the path of communication and the changes which occurred on the way. We have never actually tried this assignment out, even with a small group of students. But it is remarkably pertinent to the aims of a course in science for general education, and I am curious about the ability of the scientific bibliography to support it.

Another assignment, coordinated with the social sciences course, calls for the use of statistical sources to develop a ten-year prediction concerning the economic development of an underdeveloped country. Another, related to the final segment in the humanities course, requires the student to develop his own plan of reading for the term. Still another introduces the student to Winchell's *Guide to Reference Books* and certain other tools which can serve as a useful bridge between library organization and organization of the literature of the academic disciplines. Building on this information, a subsequent assignment asks the student to prepare a guide to the literature of a discipline or subdiscipline in the general field in which he plans to pursue his required independent study. And the final assignment is a bibliographic review of the literature on the topic which the student has chosen for his senior essay. This assignment is designed as a culminating experience for which the student will need to draw upon all his previously acquired understanding of the bibliographic apparatus which organizes library resources.

CONCLUSION

We have a new president at Wayne State University. He was formerly academic vice-president at Cornell University and in that capacity he spoke at the dedication of Cornell's new library. His speech was entitled "A True University These Days Is a Collection of Books," and in it he spoke of the "sweeping educational potential of the undergraduate library if use of it went beyond study hall and reserve reading functions." President Keast should be persuaded that the library itself is far more than a collection of books. But, leaving aside this minor matter of terminology, his sentiments put him squarely on the side of the angels. This is the side which, in accordance with "the Protestant ethic and the spirit of capitalism," would deplore the waste of bibliographic resources which are unexploited by undergraduate students. It is the side which would not only recognize the truism that investment in education is a sound investment, but would go further to classify education which develops students' capacity for life-long learning as investment in a "growth stock."

LEE SUTTON

THE LIBRARIAN—STOREKEEPER OR EDUCATOR?

Sometimes when my associate librarian becomes exasperated with administrators or faculty members, she says, "What do you think we are over here—a bunch of ribbon clerks?" She has a point—though I suppose her wisecrack might be more appropriate to the time before the codex book when librarians were keepers of papyrus scrolls—because too many librarians (and I cannot exempt myself) can, just by relaxing, become highly trained storekeepers of information. Certainly, we know our stock. Sometimes we even advertise a little and act as "Mrs. Olsens" for Faulkner rather than for Folgers. Of course, part of our job is good storekeeping; but librarians can go beyond passive service and enter the educational field; librarians can help teach not just students but also professors and administrators. We can, at least, try. To be given the opportunity to try, as I have been at Parsons College, is very precious.

College or junior college librarianship does not offer a challenge; librarians themselves must offer the challenge. Librarians are lucky if they have the opportunity to present a challenge to the faculty and administration of their schools. Too often, however, the door to the educational field is firmly, if inadvertently, locked by policies which appear to have little or nothing to do with the library. The point is that almost every educational policy set by administrators and faculty members affects the library and its value in educating students. The locks are multiple and have a way of reappearing whenever the librarian turns his back.

Let us look at some of the ways in which the educational door can be locked. The first is perfectly obvious. If an administration does not supply adequate quarters and an adequate budget for collections and staff, there is little that anyone can do about it immediately. The librarian can teach administrators about the necessity for an adequate building, collection, and staff. I myself put in seven years of such work. It is not something that a librarian can accomplish in a day. It is not necessarily accomplished directly. Let me tell you a secret. If a student complained to me about the lack of space in our library, I often would say, "Now don't tell him I told you to do this, but go and talk to the president." If a faculty member complained about the inadequacy of the collection, I would agee wholeheartedly, point to my budget, and say "Why don't you talk to the dean about this?" At the time that this was going on, I was comparing educational and general expenditures with those of the library. I got hold of lists of colleges parallel to ours in size but with much better collections, and, when the ALA Standards came out, used these statistics to show my administration just how large our collections should be and how many seats we should have. Because I had helped stimulate the students and faculty, I did not have to go to my administration cold. I am proud that our new library was the first new academic structure to be built on our campus in fifty years, and that we now have more money than we can comfortably spend. Comfortably or not, we spend it, for nothing makes an administrator more cynical than for him to grant a budget and see portions of it unspent.

Other locks are largely administrative in origin. Mostly they do not concern the library directly. For instance, it seems to me inevitable that the student-teacher ratio is going to grow higher and higher. This lock may even be unbreakable, for library work is demanding of the time of the instructor, and the more students he has, the less time he has, and the more work even a simple library project will take. An administrative decision on faculty loads is crucial. There can be one ameliorating factor (and in this the faculty would be all too glad to help): clerical or other assistance for faculty. I pushed hard for this, and I succeeded—rather, I should say the faculty succeeded—only to have associates and tutors gradually become transformed into de facto teachers dealing with students in trouble. But I've only been at this problem now about five years.

Another major administrative decision affecting the library is the number of courses offered by the college. The fewer the number of courses offered, the easier it is for the librarian to build up collections for these courses. However, the fewer the courses, the easier it is for classes to become overlarge and place to heavy a burden on relatively small areas of the collection that no sizable project could be undertaken without exhausting the collection. Even if sections are divided, to relieve faculty loads, a tremendous amount of work has to be done to build the collection in a college that offers a small number of courses. Sometimes, of course, so many courses are offered that it is impossible to build up collections for any one of them.

If all of the administration's locks have been opened, there are still the faculty's. Even under ideal circumstances, the faculty—trained as undergraduates in lecture and textbook fashion and trained as graduates in terms of narrow specialties—is the next most important barrier to curriculum-library integration. What are the locks or barriers? First, there is tradition; for example, a number of faculty people (I've even known one in philosophy) approach their teaching as if they were communicating facts for memorization. Now, in some courses, this is an entirely legitimate approach, though these courses simply cannot have any sensible library orientation. Much more subtle is the term paper or library project in which the undergraduate textbook-lecture method is mixed with, but not joined to, a library project. A professor will assign papers that are essentially exercises in graduate-type specialized research and that have nothing to do with learning the course content. These papers are essentially exterior to the course and are forms of busy-work. Even more subtle, perhaps, is the assignment of papers that can be done mechanically, such as papers on subjects rather than problems. Entirely opposite from this is a perfectly valid teaching technique which has the student write papers that are independent of any source material and consist entirely of analysis and interpretation of a particular text. Fortunately, this kind of writing can lead to examination of other men's opinions at a later time, in other courses. I should mention, too, as a barrier, the sometimes colossal ignorance faculty members have of library sources and techniques.

The major lock on the door, however, is the library staff itself. Without really knowing it, most librarians grow up with the idea that the library is an information center and that librarians are specialists in finding information when people need it. Oh, yes, it's true, they also serve who sit and wait; but a college librarian's role is to teach the student how to find things for himself.

The subtlest effect of the information-center concept is that the librarian ceases to regard himself as a person who is dealing with ideas and cultural insights. In fact, some librarians quickly cease being intellectuals at all, which leads to even more parochial attitudes. Circulation librarians work out wonderful systems (for circulation librarians) that throw the entire burden on the student. All those lovely multiple copy forms, each of which takes five minutes to fill out and then, sadly enough, must be corrected by the clerk on the desk, throw up a barrier of exasperation between book and student.

Some librarians try to encourage what is called the "development of lifetime reading habits." I have, for example, circulated paperback books to dormitories and tried to set up library interest groups with book reviews. I am not saying that librarians should not encourage any kind of reading or intellectual activity, but it is well to realize that a tremendous percentage of student reading is course related. It is the job of the library staff to see to it that this book use is meaningful and that, in the process of learning, the student learns also those bibliographic techniques which will assist him the rest of his life.

I should mention one other barrier, which is pretty remote from the junior college or even from the undergraduate himself. Some time ago I looked over questions asked on Graduate Record Examinations. As far as I could detect, the group of graduate faculty members and experts who composed these tests had hardly heard of libraries at all. At least there was nothing on the exam that would have tested a prospective scholar's proficiency in using the basic tools of the scholar's trade. Perhaps later tests have remedied this omission, but I doubt it.

So far, I may seem to be taking a position of moral superiority and polite scorn toward those who have not done what I have succeeded in doing. Alas, if I have been lashing out at anyone, I have been lashing out at myself as well. Perhaps some people can tell you how this professional role can be successfully carried out. I'm afraid that, with only a few exceptions, I must tell you how not to do it. Having been afforded the opportunity to try, I did not succeed; though I must say proudly that I had the pleasure of a first-rate fight. I must say also that I even learned the strength and correctness of some of my opponents, notably one economics professor, who wasn't "having a damned thing to do with this progressive-education idea." Since I am considerably more interested in the Council on Basic Education than I am in the John Dewey school, this man succeeded in pinking me and insulting me at the same time. That he was a fine and devoted teacher made it worse.

This is the first thing, I think, one has to learn: true, some faculty members are bibliographically ignorant; but no matter how they might disagree with the full use of the library, most of them are fully devoted to the communication of ideas and insights and wish to stimulate their students into thought. The lowest instructor on the staff must be given the librarian's complete respect. The failure to give that respect may be a simple matter of omission. After all, on paper, the administration, division heads, and department heads are usually the sources of policy and the power to enforce policy. It is too easy for a head librarian to deal with these people to the exclusion of the professors.

When we were trying to shape a policy of library-curriculum integration at Parsons College, I was happy to have as my library committee the heads of all of our divisions. These were the men to convince; these were the men with power. A program was shaped in that committee and presented to our faculty senate, which was composed entirely of full professors. Because of the source of the program, there was no argument. It passed, but not a thing was done.

Calling attention to our admittedly low per student use of books, I got the top administration on my side—and down came an order for across-the-board term papers! It was considerably more than I wanted. I tried to get the policy gradually modified, while still maintaining pressure on the faculty. Periodically, I published a list of all books borrowed from the library, with the name of the course for which they were being used. It was valuable information; it helped me judge where the weight of purchases must be; but the faculty reaction soon became either resentment or "so what?"'

I soon understood the faculty's attitude, for I, too, was teaching. From one class of more than seventy, I received only ten term papers that were anything but mechanical exercises in source citing.

This grew out of an earlier mistake. The head of the English Department and I had worked out an exercise in the term paper. The library staff had gathered lists of subjects which could be fielded in the library. We had instructed the students carefully as they came into the library in four-week waves to find information on their subjects. The freshman English department had graded them very carefully for language, footnotes, and degree of coverage. I was very happy that at last I had a freshman class that knew the rudiments of evaluating sources. Alas, this freshman class had seen for itself a definition of a term paper: go through the right hoops, find some quotable quotes, and put it all together with bridge sentences or paragraphs—or Scotch tape.

By this time I had accomplished two things. I was a part of the administration, not of the faculty, and I had demonstrated the futility of the term papers. Even the full professors were exasperated; and, seeing that the full professors did not represent the entire faculty, the administration went back to an overall organization of the faculty that included everyone from professor to instructor. The last official act of the professorial senate was, in fact, to kill the whole library program.

If I were alone in making these mistakes, I might feel self-conscious, but I could name several other librarians who have made the same kinds of mistakes. Let me spell it out. The library was seen as the ally of deans, who, you must understand, are, in the eyes of some teachers, slightly lower in status than garbage men. (Don't get me wrong, some of my best friends are deans.) I assumed wrongly that library work in itself was educational. In order to achieve library-curriculum integration, librarians must work closely enough with individual faculty members to be regarded by the faculty as primarily faculty people and only secondarily as staff or administration. The librarian should never appear to approve an assignment that is just library busy-work. This is a real job, a job that allows the librarian to be truly professional.

It is probably only as a faculty member that a librarian can help create the first requisite for a library-related college, and that is an intellectual atmosphere that encourages thought, even when that thought may not be entirely mature. Such an atmosphere does not necessarily grow just from library-related courses. In philosophy courses, say, where four or five paperbacks are assigned, it is possible for the instructor to insist that the student evaluate for himself the ideas involved. Even in outside-of-the-library courses it is important that speculation, originality, and insight be appropriately rewarded. It is all too possible, even in philosophy courses, for an instructor to insist upon the opposite, the simple recitation of definitions and the encapsulation of particular sets of ideas, all without criticism.

I feel that the well-developed library-related course is one that the faculty member organizes around key concepts. Not all courses are adaptable to this type of organization, but a high percentage of courses are. By concept teaching I mean teaching where the necessary factual information is grouped around a set of ideas, insights, or historical developments. These concepts almost automatically pose problems which can be dealt with in a variety of library projects.

In the semester after I had my disillusionment with the subject term paper—and, believe me, reading that many cut-and-paste papers is a real disillusionment—I tried out the concept-oriented teaching. In teaching *Paradise Lost* in the Milton course I took several approaches. What is the role of Satan in this poem? How is Milton's theology reflected in the poem and does it organize his materials? Is the organization of the poem truly epic or did its early dramatic form determine the character of the poem? Any one of these approaches can result in several papers or oral presentations. In the process of writing, the student must approach the poem as a whole. Since much has been published on all of these topics, the student must approach all of the standard entrances to the library for literary subjects. The papers were helpful in the learning of the subject matter of the course, encouraged individual thought, and were the occasion for meaningful library use. The instructor—I—had a brutal semester of constant preparation and reading.

Such teaching is perfectly possible in other areas. In the teaching of medieval history, the problem of investiture, rightly considered, involves the relationship of all segments of medieval society. In American history, papers about states' rights as opposed to federal power would force the student to review a great deal of political and social history.

This type of teaching must be planned in relation to library holdings. I do not think I need to multiply examples, but it is upon this type of teaching that *meaningful* library work can be built. It would take special course preparation, often *new* preparation, on the part of the instructor. The instructor must trust the student with a good deal of responsibility for learning; the library staff must be familiar with the demands of the instructor and have some idea of the courses; and the professor must have sufficient assistance (or small enough student loads) to be able to make careful assessment of the resulting papers.

Patricia Knapp has demonstrated that direct training of students in library use can be useful. My experience suggests an opposite conclusion. The difference lies, I believe, not in the value of the library exercise, but in its value in context. It is a poor place to start. Given the kind of atmosphere created at Monteith, direct teaching of library techniques is possible, because the student is constantly discovering something he can use. Otherwise, there is the horrible smell of the high school workbook, and whatever is learned is promptly and almost entirely forgotten. Since most librarians, anxious to learn their profession, did similar exercises in library school reference courses, we are all too apt, as are the faculty, to extend our graduate experience to undergraduate students.

The library staff can do many things, however, to help faculty and students. Sometimes just the preparation of a good bibliography for a faculty member can stimulate the kind of teaching I have been talking about. At least one of the librarians should contact every teaching faculty member and ask him, very simply, "What can we do to help?" A surprising number of things will turn up. A physicist recently asked us to read over some books he wanted to assign for book reports. Why? He had found that what seemed simple to him, as a physicist, was impossible for the students enrolled in a nonlaboratory physics course. I hope we can find the time. I hope this will be an entering wedge for further development of library relationships to this course.

I have tried to trace some of my experiences, both positive and negative. But my experience will not necessarily parallel yours. The library staff, the administration, and the faculty may decide that librarians are not to be storekeepers and find my ideas unworkable. The stimulation of leisure reading, the library as a cultural or information center, or library exercises themselves might be the way of implementing the decision. My notion of concept-centered teaching could turn into the sloppiness that my friend, the professor of economics, refers to contemptuously as "progressive education." The one advantage that we have, I think, is that Patricia Knapp has demonstrated at Monteith College that library-curriculum integration is possible and can work well. But specifics must be handled carefully. At Monteith, the librarian who taught courses in the regular curriculum contributed tremendously. When members of my staff and I taught, alas, we were just overwhelmed with teaching duties.

It is possible, too, that just by being a very good storekeeper, by keeping up the stock and making it available, the librarian can stimulate the faculty and the students into doing the thing for themselves. Unlikely, but possible. Sometimes it might be just one professor who, by his magnetism and knowledge and example, will transform the teaching techniques of an entire faculty. There is also the possibility that the librarian, being neither faculty nor administration, could represent each to the other. I am trying an experiment. I've decided to stay an administrator, but I want my whole reference staff to become more closely identified with the faculty. This decision may be wrong, but, though they know we are working against the odds of the rising tide of students, my administration is encouraging us to stock up on the materials for education and is encouraging us to become, in fact, educators. I hope other administrators will similarly encourage their librarians.

The old library school canard that the librarian must know his public, that is, his institution, has the sad truth of most clichés. If the librarian decides to offer a challenge and try for meaningful course-library integration, he must keep his guard up and his mind open. Because one method does not work perfectly, he should not give up; nor should he reject out of hand methods that have not worked elsewhere. Institutions, like individuals, vary, and they change constantly.

I must admit that, after ten years, my staff and I are still more like storekeepers than educators, but I hope we have risen a trifle above the position of the ribbon clerk who stays at his particular counter and waits for customers who will add just one little flounce to the pre-cut, ready-made, unthinking cap handed him in the classroom. Why, we might even achieve the monumental intellectual dignity of a floorwalker.

I hope you achieve even more.

SECTION III

Libraries in Action

DONALD H. EWING

FOOTHILL COLLEGE

The library at Foothill College is basically traditional in its operations. Revolutionary innovations and experiments have not been attempted. The library concentrates on service to students and faculty, and upon the necessity in a democracy of general education for all students. It is significant that the college does not employ a head librarian but a director of library services. Nor is it by chance that Library Services is a division, like other instructional divisions, operating under the general direction of the dean of instruction.

The *Instructional Materials Handbook,* which is published for the guidance of instructors at Foothill College, begins with the statement indicating orientation toward service:

> Foothill College philosophy is that the materials to aid learning are coordinated for ease of location, utilization, and administration. It holds that the obligation of instructors is to impart to students ideas, skills and information by the most effective means for the particular purpose, to encourage in students an inquiring attitude, and to provide the means of pursuing inquiry. To this end, library and audio-visual services are organized in an instructional materials center to assist faculty in effective teaching and to supply students with materials and facilities for optimum learning.

The superintendent of the Foothill District has stated, "The Library should be the center of the academic program and therefore should have a prominent place on the campus and in the annual budget." The "academic program" to which he refers is construed in the broadest sense to encompass the learning activities of students in both terminal and transfer programs and in technical education as well as in the liberal arts and sciences.

The published policy of the Foothill College Board of Trustees (Number 6170) on Library Materials Selection, reads in part:

> Materials added to the collection, either by purchase or by gift, shall contribute to the instructional program of the College and aim at the development of factual knowledge, critical thinking, objective evaluations, aesthetic appreciation, and ethical standards in students... Materials dealing with controversial topics shall not be eliminated because they are controversial. To the contrary, materials representing various sides of controversial issues shall be included.

INSTRUCTIONAL MATERIALS CENTER

The instructional materials concept of library services and dedication to general education are realized through one centralized service with three branches: (1) Public Services, which organizes and maintains the circulation and instructional assistance associated with printed materials; (2) Technical Services, which catalogs, orders, and prepares instructional materials; and (3) Audio-Visual Services. The catalog lists and classifies each item on the campus except the approximately 6,000 individual art and science slides, which are at present listed only as sets or series. All printed materials, except standardized tests and desk copies of textbooks, are ordered through Library Services for the entire college, and all instructional films, recordings, and audio-visual equipment are ordered through Audio-Visual Services. There are no separate collections that are the property of the instructional divisions, although portions of the general collection, such as sets of slides, maps, dictionaries, or definite pieces of audio-visual equipment, are often checked out to a division.

This centralization and unification of ordering, cataloging, and controlling instructional materials might be regarded as a concrete example of the concept presented in an editorial by Robert T. Jordan in the first issue in May, 1965, of a *Newsletter on Library-College Integration:*

> In terms of sheer educational effectiveness, we maintain there is a potent dynamic in bringing the students into constant and intimate association with the unexplored intellectual riches and variety of the library. The library is itself a symbol of the integration of the world, with all subjects developed in one arrangement, with one common staff, and with representation of all viewpoints.

THE LIBRARY AND INSTRUCTION

The Library Services faculty at Foothill are regarded not only as professional custodians of this collection of instructional materials, and as resource specialists, but also as teachers with special instructional abilities. Librarians are appointed to faculty association committees, elected to faculty offices, and serve on standing committees of the college, such as the curriculum committee and the improvement of instruction committee. The basic involvement of public service librarians is in individual instruction; therefore, in selecting library faculty, personnel are sought who prefer to work with students and are skillful in doing so. The library staff assists formally in instruction in the freshman orientation to college and provides all instruction in a course on use of books and libraries which is parallel to a basic course in the Department of Librarianship at San Jose State College.

To enable students to make fullest use of the collection, the general orientation of freshmen incorporates presentations of Library Services. All entering freshmen are exposed to a slide-tape presentation on general use of the library, and another on special reference materials. Library Services also publishes *Your Library Handbook,* a required test for the courses in freshman orientation and in English composition, since it includes a preferred style sheet for documentation papers. Librarians are eager and available to speak to classes as requested, and to prepare bibliographies and special subject heading lists to assist instructors and students in specific fields. There is a lecture for orientation of faculty to specific library services, and an *Instructional Materials Handbook* distributed to all faculty as part of the *Staff Handbook.*

This relationship of librarians to other instructors is reciprocal, since classroom instructors have primary responsibility for selection of instructional materials in all fields. Library Services keeps them informed of new publications, but the members of the other instructional divisions largely determine the content of collections of books, periodicals, pamphlets, and recordings, and are responsible for requesting those materials that they and their students use in their courses. Monthly accession lists, in addition to individual notices, keep faculty informed of materials added to the collection in response to their requests. The Library Committee, composed of representatives from each of the instructional divisions, considers library policy and acts as liaison between Library Services, the chairman of the divisions and the instructional staff. In addition, the Director of Library Services, as a member of the Division Council, meets weekly with all division chairmen. Thus, the library contains what is really needed for sound instruction, and utilizes these materials in ways which all instructors, including librarians, feel are most helpful in serving the instructional program.

It is contrary to Foothill's philosophy of service to instruction, however, to have a strict allocation of funds for instructional materials among the various divisions. Collections are frequently surveyed and related to enrollment and circulation figures; if some fields appear to have fallen behind so that the general collection is tending toward an imbalance, instructors in the lagging fields are encouraged to consider acquisition of additional materials. If some instructors are requesting a disproportionately large number of titles, their requests are temporarily curtailed until needs of other disciplines have been met. A specific librarian is responsible for recommendations in each field, and for working with the faculty to build and keep current the materials in that area. Thus, the staff attempts to maintain a single, practical, functioning collection of materials for all faculty and students rather than to develop separate, isolated subject collections. This flexibility and range is consistent with the philosophy of introducing all students to a wide variety of educational experiences.

ARRANGEMENTS FOR FACILITIES

To further this commitment to general education, we make a special effort to arrange materials consistently and logically so that students can work independently in the library. The needs of students are anticipated by purchase of multiple copies of reserve books and by installation of a photocopier, typewriters, staplers, a three-hole punch, and the like when needed. This approach is aimed at stimulating students to like to use the library. This effort has been extended in many ways: by emphasizing the positive rather than the restrictive about library use and procedures (there are no QUIET PLEASE signs); by using comfortable furniture in airy, carpeted reading rooms and the lobby; by having extra-wide aisles in the stacks, where the books are kept clean and in good condition with plastic protectors over the jackets; by maintaining an outdoor reading patio; by using the library as an art gallery for regularly scheduled displays; by installing air conditioning so that physical comfort can be assured. This concept was summarized in a statement by the Director of Library Services in a 1964 memorandum on the planning of library facilities for the Foothill College District:

> The building must look like a library and have an attractive, informal, orderly appearance in order to develop in its patrons an appreciation and enjoyment of its materials and services in order to fulfill the objectives of the college . . .

Furthermore, the Dewey classification system, with variations, has been used because it contributes to browsing. Biographical and critical works of an author are classified with his fiction or drama or poetry, and all biography is classified under the field of activity of the subject. For instance, the biographies of physicians comprise a subsection of the history of medicine.

The wide, carpeted aisles in the stacks, which are physically an extension of the reading rooms and lobby, and the reasonable arrangement of titles invite the use of the entire collection for browsing, eliminating need for extra space. Likewise, there is no special collection of periodicals for browsing so that students, in looking for familiar titles, will encounter new ones of interest. Closed stacks would thwart the warm invitation to all students to use and enjoy the materials and facilities. All very new books are displayed near seating in the lobby, where students can examine them. Not only do special subject reading rooms create added expense in duplication of facilities and titles, but they obviously are out of tune with the conviction that lower division students should be exposed to all subject areas. The general education concept assumes that a student seeking a book on electronics may well be interested in checking out a book on the social sciences or fine arts when he moves past it in the stacks. In addition, regularly scheduled book talks by faculty members, held in the library and arranged by a librarian, are intended to extend the breadth of educational interest.

The positive, welcoming aspect of the library is also expressed in the formulation of regulations. The faculty follow student rules, except for an automatic two-week renewal, and therefore do not hold large numbers of books and recordings out of circulation for extended periods of time. Since the college is near the libraries of Stanford University, San Jose State College, and the University of Santa Clara, arrangements have been made for students who have special needs to use books in those libraries, though not to borrow from them. Books are borrowed from the State Library.

The college has 275 reels of microfilm, but the staff is reluctant to go extensively into this form since readers much prefer to use printed materials. Originally, it was intended to obtain only enough microfilms to allow transfer students to become familiar with the use of the films, though the limitations of space may eventually force greater use of this device.

Audio-Visual Services expends much effort to remain alert to new materials and devices and to inform instructors about them. Decisions to purchase materials and equipment are made in terms of the probability of effective use for instruction, with a conscientious attempt not to succumb to the lure of the merely fashionable. The selection, purchase, control, and maintenance of all audio-visual equipment rests ultimately with Library Services, which also assists instructors in effective use of materials and equipment. In cooperation with the Office of Community Services, Audio-Visual Services maintains the equipment in the theater and other lecture halls used for public events. Audio-Visual Services is responsible for providing classroom screens and darkening curtains, for training student projectionists, scheduling and maintaining equipment assigned to the instructional divisions, supervising technicians and equipment in the forum building and in the language laboratory, maintaining the multiple response system and the videotape recorders—and even the underwater sound system in the swimming pool.

CONCLUSION

Because the college is new, with a limited collection thus far, it is not feasible to permit the general community to borrow materials from the library, though the public is welcome to use materials in the library itself. Borrowing by the large number of high school students and students from other colleges in the district would make far too great a drain on the collection of 31,500 books and 375 periodical titles. A count of patrons of the library on Sunday afternoons indicates that approximately one-third are Foothill students, one-third high school and college students of the area, and one-third visitors from the community.

The Board of Trustees, along with the administration and the faculty, believes that the library is the center of the academic program, and that the effort and expense entailed in its development is warranted. The fact that Foothill College spent $28,000 on the purchase of library books last year and that an amount in excess of $70,000 is budgeted for the purchase of books and other instructional materials for the current academic year is ample evidence of the strength of this conviction. Much more important, this judgment is confirmed by the fact that, in addition to the students served in the classrooms and laboratories, some 5,000 students (roughly 75 per cent of the total enrollment) each school day use the resources and facilities in the library itself. The circulation of printed materials during the regular sessions last year exceeded 112,000. These facts indicate that our students are learning what library services are and, equally important, how to use and benefit from them with independence and ease.

HARRIETT GENUNG

MOUNT SAN ANTONIO COLLEGE

A quotation from Emerson seems appropriate at this point in the Workshop:

> There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till.[1]

The glowing descriptions of achievement presented to this conference may be cause for envy; and many may be inclined to take copious notes in order to imitate a job well done. But the important question, as we pause for reflection, is "How did we till *our* plot of ground?"

HISTORY AND PHILOSOPHY

Twenty years ago the library at Mount San Antonio College was organized. This fact is significant in a presentation of the philosophy of a college where key personnel of the institution have had the unique opportunity over a score of years to develop basic ideas from the inception of the library to the present. Two of the men who organized the junior college district are still active trustees; the first dean of women is now vice-president of the college and director of instruction; and the first director of instruction is now the president of the college. A number of the first appointed instructors are still teaching, and the first librarian is now dean of library and audio-visual services.

We frequently hear about "experimental" college libraries. The Mount San Antonio library is listed as such.[2] The philosophy which guided planners of the library may indicate the experimental nature of the facility. When we opened our doors in the fall of 1946, we wanted every student, supported by every faculty member, to use the library. We wanted to build a fine library collection which would excite students and stimulate them to achieve. We believed that the library must support to the fullest extent every course offered in the curriculum. We wanted to staff the facility with competent librarians who liked people and books, and who were interested in bringing the two together. We wanted to assure a welcome to the students who were wary of the library, or who had had unhappy experiences in attempting to use its resources. The pronoun "we" is stressed. The administration, the faculty, and the librarian were of one accord in trying to achieve these goals.

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[1] Ralph Waldo Emerson, "Essay on Self Reliance," in Norman Foerster, *American Poetry and Prose* (Boston: Houghton, Mifflin Co., 1934), p. 544.

[2] Council on Library Resources, "Newsletter on Library-College Integration and Related Experimentation in Undergraduate Higher Education," No. 1 (May 1965), p. 6.

Such a philosophy seemed realistic when the student body included only some 600 students, largely veterans of World War II, and a faculty of 26 members who were vitally interested in the students and their needs. A feeling of warmth and friendliness pervaded the institution. There was a sincere desire to succeed on the part of both students and faculty.

Although I was the only official member of the library staff, there was a rather large staff of volunteers. The wife of the director of instruction, who was a librarian by profession, offered her spare time. The students were eager in offering their services. The library became the center of the campus and was soon referred to as "the heart of the college." It was truly a library-student-faculty oriented institution. It was then possible for the librarian personally to call to the attention of the faculty newly published titles for their use with students. The faculty were able to discuss their courses and course needs with me. A partnership was created between librarian and instructor. Such excitement was contagious, caught not only by the students but also by the community, whose members shared many valuable gifts with the library. It was the seeds which were planted in those early years of existence which have inspired us to nourish and protect these ideas throughout the years.

CONCERN FOR THE INDIVIDUAL

In the second year of our existence, we realized that it would be necessary to plan consciously to maintain the "Mt. Sac spirit."

Intangibles such as this are sometimes difficult to define. It was then that we began to "experiment," and we have been experimenting ever since. During the many times that President Oscar Edinger has asked us to analyze our philosophy and to project for the future ways and means to implement it, it has become apparent that one of the basic intangibles which has penetrated our planning has been to provide for the friendly library-student-faculty rapport which has just been described.

One day shortly before the opening of the fall term of our second year, Marie Mills, who was at that time dean of women and who taught the psychology classes, asked how we might reach every new student that year as we had the first year. It was decided that henceforward we would invite every new student to the library for refreshments and an orientation to the library facilities. Each student was given a library handbook. The students became so interested in assisting with the planning of a library handbook that we gave it the title, somewhat undignified, perhaps, of "A Cheerful Mountain-earful." In any case, it reflected the college nickname, the Mountaineers. Since the library was responsible for the audio-visual program even at this early stage of development, I prepared slides and a tape recording and we thus began our first library orientation. The following year, incidentally, the library launched its language laboratory services, probably the first in California.

NEEDS INHERENT IN INSTRUCTION

My reasons for mentioning these anecdotes are not nostalgic. They indicate how responsibilities of the library originated within the vital framework of the instructional curriculum, and its needs, as expressed by the faculty and students. Secondly, they indicate that these needs were genuinely inherent to the instructional program.

As enrollment has grown to approximately 12,000 students and the faculty increased to more than 400, closer analysis of objectives has been necessary each year. The most difficult question arose in the late fifties, when it was necessary to plan a new library building which would be flexible enough to meet the demands of an unpredictable future. Many departures have been made from traditional procedures, each justifiable only in that it supports our philosophy and implements our objectives.

LIBRARY-STUDENT-FACULTY RAPPORT

There seemed to be two requirements to continue to provide for the library-student-faculty rapport. First, the building would have to be planned to serve thousands of students and yet be designed so that rapport could be maintained. Second, it was necessary to plan for adequate staffing to provide necessary assistance to students and faculty. Since both of these requirements are inevitably costly, it was necessary to plan to automate routine processes and procedures to free personnel to work with people.

EMPHASIS ON SMALLER UNITS

Subject libraries within the central library building have therefore been designed and staffed. At present, four subject libraries on the upper floor of the building provide for services within the present curriculum which have been grouped according to the Social Sciences, the Humanities, the Physical-Sciences-Technical-Education complex, and the Biological and Applied Sciences. Provision for at least two additional subject libraries has been made in the 25,000 square feet of undeveloped space which will later be used. The Audio-Visual Library, located on the first floor of the building, will also be expanded. Each subject division library provides for a reasonable number of readers, with two hundred reading stations so arranged that within the modules no more than forty students are situated at any one place. Three-fourths of the 800 stations next year will be individual carrels. As the carrels are added in proportion to the increasing enrollment, a maximum seating not to exceed fifteen per cent of the day enrollment is planned for the building's expansion. The book ranges divide the reading rooms in such a manner that the student is literally surrounded by the materials which he will be using. During the past year, although the turnstile count indicated that as many as 7,200 readers passed through during one day, the students were unaware of the large numbers as they used materials within the smaller modules. The phrase "Large enough to serve you, small enough to know you" is that which Dr. Edinger has used to describe this philosophy.[8]

INCREASING IMPORTANCE OF REFERENCE LIBRARIANS

A reference librarian has been assigned to each of the subject libraries to work personally with faculty and students. It is hoped that under conditions similar to the early years of the library's development, when it was possible

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[8] Oscar H. Edinger, Jr., "Mt. Sac's New Library," *Junior College Journal*, XXXV (November 1964), 30-33.

to work with individuals in small numbers, that we can maintain the necessary rapport. The reference librarian is better able to stimulate student-library-faculty relationships by confining his efforts to approximately four or five departments of approximately fifty instructors, with responsibility for the supervision of 200 student readers. Under this plan, book selection is still possible as a joint faculty-librarian activity. The librarian assigned to this segment of the curriculum can adequately explore new publications, notify the faculty of them, and properly evaluate the strengths and weaknesses of the library collection within the subject areas for which he is responsible. It is possible to maintain an active lower divison library collection with frequent, systematic evaluation and elimination of obsolescent materials.

FACULTY-LIBRARIAN RAPPORT

It is helpful to the instructor when a specific librarian is interested enough in the instructor's assignments that they can cooperatively build continuity within the resources for assignments. Together, librarian and instructor can create reading lists for the students. Certainly, effective assignments cannot be made unless the instructor knows what is available in the library. Furthermore, it makes possible a liaison with regional library resources. The reference librarian has an opportunity to investigate the holdings of the libraries within the region and to relate them systematically to the instructor's needs. For example, the library maintains a union listing of all periodicals of the cooperating libraries within the region. Regional cooperation will play an increasingly important role in the future. In California, library systems are already being planned under the direction of the Public Library Survey. The junior college libraries should plan to work not only within these systems but should also plan to cooperate with the great university and state college library holdings. Recently, junior college personnel attended a seminar sponsored by the Coordinating Council on Higher Education, which is planning a study of the joint needs of libraries in higher education. At a time when criteria are being sought to provide for the quality of service for junior college libraries commensurate with their responsibilities in higher education, as well as their obligation to the communities which support them, serious thought must be given to such projects.

ROLE OF INSTRUCTION

For the convenience of the library staff and instructors, the director of instruction has made available in the library a complete set of the course outlines of the college. This makes it possible for the librarians to follow closely the sequence of assignments and to anticipate needs of the students. When the curriculum committee authorizes a new course, funds are budgeted for library materials. The department chairmen cooperate with instructors and the reference librarian in utilizing the budget. Each reference librarian is an ex officio member of the departments which he serves. This further cements the librarian-instructor relationship.

IMPORTANCE OF PUBLIC SERVICES

It is around this nucleus of public services that the entire library as a unit functions. The circulation librarian works closely with the instructors and the reference librarians in allocating multiple copies in proportion to the demands for collateral reading assignments. If adequate copies are not available, students and faculty are disappointed. This means that information must continually flow from the faculty to the circulation librarian as to the number of students who will use the copies, the length of the assignments, and the length of the allocated time periods for accomplishing the assignments.

In an effort to make multiple copies more readily accessible, another departure was made from the traditional reserve book system. Now such materials appear on the open shelves, inter-filed with the main collection. Limited lending periods are indicated on the books.

ROLE OF LIBRARY STAFF

The order librarian and the cataloger support the program by offering continuous ordering and cataloging services, so that materials are available at the time needed and in the amount desirable. In a similar manner, the audio-visual librarians further support the instructors in the enrichment of their classes. In fact, so important do we consider this segment of the library services that the audio-visual department is also one of the reference libraries. An audio-visual librarian is responsible for searching for new and up-to-date materials with which to implement instruction. New materials are made available for preview and for auditioning before scheduling for use. Production of materials is continuously available by the audio-visual librarian responsible for this area, and new and appropriate equipment supports the needs of the faculty.

SUPPORT OF TECHNICIANS

In addition to professional personnel, the classified staff or library technicians perform a vital role. Since we need about two technicians to assist each professional librarian with the details of procedure, we have developed a two-year library vocational terminal curriculum which is taught regularly by the professional librarians. From this source, specialized library personnel have staffed not only our own program but also that of neighboring libraries. The demand far exceeds the supply, unfortunately. It should be noted that the library specialist is not prepared to take the place of a professional librarian any more than the secretary to the president of the college is prepared to teach college classes. But each fills an important role.

We have continued on a larger scale the procedures which seemed so desirable when we were a much smaller institution. Now, instead of orienting six hundred students, we are meeting over 3,000 new students. As a follow-up to the orientation, we now use Videosonic equipment, including a programmed machine which will visually and aurally answer some of the students' questions regarding the use of the library. We have improved circulation procedures with IBM data processing. Mechanical conveyors contribute to rapid book distribution. Book catalogs of circulating items have been made available at all public service points in addition to the card catalog. Interoffice communication has been provided by thirty intercommunication telephones and a pneumatic tube between floors.

SIGNIFICANCE OF EVALUATIVE CRITERIA

As we evaluate our services, there are many questions which the director of instruction and the president of the college would like answered. How do we know that our service is adequate? How does it compare with other junior colleges? How do our lower division library resources compare with those of the four-year institutions to which our students will transfer? Is our materials collection adequate, and how do we determine its adequacy?

Answers to such questions have necessarily been subjective as we attempt to evaluate the results of usage by faculty and students. We are aware of qualitative and quantitative criteria which have been developed to assist us in making evaluations. We are aware of criteria being developed by four-year institutions which are being used for evaluation in those institutions. We are aware of the dangers of the application of criteria per se. However, it would be most helpful to be able to evaluate our efforts objectively as we strive to achieve quality of service.

In the past, there has been confusion in the interpretation of criteria. There are the "working criteria" which librarians and deans of instruction alike need in order to achieve quality of service; and there are the evaluative criteria which the president of the college and the accrediting commission need. The two sets should be compatible, though separate.

Many seem to be of the opinion that quantification should be avoided in applying criteria. I cannot completely agree with this. When we figure the budget for library services, we must quantify very specifically. A general phrase is not sufficient when speaking of finances. When we assign the teaching load of the faculty, we quantify by indicating the number of teaching hours and student contacts one instructor can successfully manage. Likewise, in the library profession, we need to know how many students one librarian can successfully assist; how many faculty one librarian can successfully support; how many technicians are needed to assist a professional librarian. How many multiple volumes of a title should be ordered for a given number of users? What proportions should be kept between the library collection and the increasing enrollment? Is it valid to estimate that there should be 40 volumes per student and an added 40 volumes for every additional student, as the state colleges prescribe?

NEED FOR RESEARCH

Librarians, faculty, and administrators need access to some research studies which will answer these questions. It is most gratifying to note that the liaison committee between the American Library Association and the American Association of Junior Colleges is planning such a study. Many junior college administrators have made it possible for their librarians to work intensively with the standards committee of the Junior College Round Table throughout California this year in order to seek answers to questions which are critical to the growth and development of junior college libraries.

SUMMARY

What have we attempted at Mount San Antonio College? What have we achieved? Our concern has been with the following: the student as an individual; friendly rapport between library and students; instructor-librarian cooperation; enrichment and implementation of the curriculum; the dynamics of change; continuous evaluation; flexibility of program; and recognition of the role of technology. Perhaps even more important, we have attempted to till the plot of ground which has been given to us, and have done so to the best of our ability.

ROBERT C. JONES

THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS

The Junior College District of St. Louis–St. Louis County is, as its title insists, a city and county district encompassing some 550 square miles and 1,500,000 people.

The district was formed late in 1962, and it was immediately apparent that not one but three campuses would be necessary to cope with immediate enrollment. To bring the college to the students, two sites were selected in northern and southern sections of the county, with the third site located near Forest Park in the city. Dr. Joseph P. Cosand of Santa Barbara City College was appointed president of the district in September, 1962, and in October of that year he appointed vice presidents for instruction and for business, and the director of library services, the latter a welcome emphasis on the role of the libraries.

With these appointments, the academic scene in St. Louis changed; instant colleges demanded instant libraries, and that's what they got. Freedom from precedent and procedures allowed some rather dynamic personalities the rare opportunity to make full use of their imaginations and to by-pass the many obstacles usually inherent in starting a college, especially a multicampus college. Two colleges were opened in leased quarters in January 1963, with an initial enrollment of 800 students; the third campus opened a year later, and enrollment for this fall (1965) is already over 6,500 students. By 1970, each campus will have permanent buildings, at an expected cost of $50,000,000, and an enrollment of from 17,000 to 20,000 full-time day students and the possibility of a like number in evening classes.

AND THERE WERE LIBRARIES...

The purpose of the central office staff was to organize and administer the instructional program and business affairs for the three campuses of the district; the purpose of the central instructional resources staff was to establish the libraries and provide technical processes services—thus relieving campus librarians of customary routines and providing them with more time to attend the needs of students and faculty.

The libraries are conceived as total instructional resources centers, providing a wide range of audio-visual equipment, listening facilities, and programmed materials, which, from the beginning, played as much a part in library services as did books and periodicals.

AND HOW WAS IT DONE?

Starting new libraries without the restrictions of funds or precedent is actually much easier than trying to straighten out the problems of an established institution.

When the colleges opened, the libraries opened with paneled shelving, tables, and chairs; 200 periodical titles; with back issues of publications on microfilm and reader-printers for their use. Some 2,500 new books were on the shelves, cataloged, processed, and ready for circulation on Gaylord charging equipment. The 200-volume revolving McNaughton Collection of latest fiction and nonfiction had been acquired for each library, as had the periodical indexes and standard reference works, and there were no conventional card catalogs. Printed book indexes were provided at a great saving in space and cost—and a saving to the student and the librarians in learning to use the resources.

THE CENTRAL INSTRUCTIONAL RESOURCES SERVICES

The Instructional Resources center is organized to order, receive, process, produce, and distribute all instructional materials—books, periodicals, records, tapes, slides, transparencies, films and filmstrips, programmed materials, AV and tutorial equipment. The latter includes tape recorders, record players, slide and filmstrip projectors, slide viewers, 8 and 15 mm. movie projectors, the Dialog Learning Laboratories, and the audio-tutorial equipment. The Central Instructional Resources Center provides the campuses with an AV technician to service equipment and facilities, and a photo technician to make slides, transparencies, and tapes by the thousands. All equipment and all instructional materials are delivered each day to each campus, ready for student and faculty use. Again, the librarians are freed to devote most of their time to serving students and faculty.

BOOKS AND PERIODICALS

Since we had no books or periodicals, selecting a basic core of general and reference works was relatively easy; we needed some of everything. More specific titles were selected to support the anticipated curriculum, and incoming faculty members were ordering before they reported for duty.

To avoid the necessity of hiring numerous catalogers, requiring desks, typewriters, and supervision, all books are ordered through Alanar Book Processing Center. Alanar procures books, including out of print and foreign, from nearly all publishers and delivers them fully cataloged and processed, with plastic covers, cards, and pockets, ready for circulation. This service costs only $1.70 per title (additional copies, 75¢) as compared to a national average processing cost of $5.50. It also provides a more consistent product and alleviates the problems of maintaining a full cataloging staff. Upon receipt, books and L.C. cards (which are also included) are checked to avoid duplication of numbers, and the books are sent daily to the campuses which ordered them. Alanar allows the same discount as other jobbers and pays shipping charges.

THE PRINTED BOOK INDEXES

As librarians know all too well, one of the biggest problems in a library is the care and feeding of the card catalog. The cabinets are costly and cumbersome, seldom if ever up to date, and difficult for students and faculty to use.

Consequently, we did not buy cabinets and we do not have card files; this again was the result of not having precedents or established routines to follow. Several libraries, mainly special collections, had produced book catalogs by some form of IBM print-out. This procedure required key punching all entries, much hand filing, and the purchase or lease of some very expensive equipment; furthermore, the print-out was hard to read, and much needed information was omitted. Since the L.C. card contained all necessary information in familiar form, we decided to photograph the cards individually with a high-speed camera (8,000 cards per hour) and print out the pages from the negative. This produced an attractive index, easy to read and use, but one that required hand filing of all the cards by author and title, and by subject, before they were photographed. Moreover, bringing the indexes up to date required interfiling of all additions and rephotographing the entire set. So, with the camera-produced indexes available for student and faculty use in the libraries and in faculty offices, we continued research on ways to develop a better process. What was needed was a way of combining the accuracy of the camera with the speed of the computer, and it was by this process that we produced our first total cumulative indexes.

After lengthy planning with Alanar Book Processing Center, we developed the following procedure: Alanar was sent one L.C. card for each book in the junior college district collection. These cards were laid out in sheet form, each sheet having a page number and space designation for each card. Thus a code number "70R" would mean page "70," space "R," which would be a photograph of the entire L.C. card. The information was key punched from these cards and then transferred to 1401 computer tape for print-out by author, title, and subject. The print-out was photo-reduced for clarity, and the pages hardbound into book indexes. Each entry in the indexes contains the author, title, subjects, editor, edition, date, and the classification number for locating the book on the shelves. Each entry also includes the code number mentioned above for reference to the full L.C. entry where necessary, and campus locations are given for books that are not in all three libraries. Since the full L.C. entry can be located only by obtaining a code number from one of the indexes, new sheets of entries are filed at the back of this full entry volume. The indexes are kept up to date by cumulative supplements, issued at intervals that depend upon acquisitions. Each year a total cumulation is produced. Each campus now has 15 sets of three volumes each (author-title index, subject index, and the L.C. card catalog) for distribution throughout the libraries and in faculty offices; users find the indexes as easy to use as telephone directories, requiring little or no instruction from the librarian.

Cost comparisons are difficult to make because one bulky card file cannot be compared to multiple sets of the book indexes. The 50 sets of three volumes each which the district now has cost less than the card file cabinet for one campus. Once the tape is made, any number of the indexes can be produced at little extra cost. For reruns, the cost mainly involves only that for punching the new acquisitions.

Further refinements of this process are already underway. When the junior college district and Alanar both acquire a full complement of computer equipment, book orders can be taped at the college, and, with connection of our computer by data phone to Alanar, the company's computer will feed back the billing information and print-out the new catalogs. Another built-in advantage is that all titles are on tape so that when it becomes desirable to convert to some form of computer circulation, Alanar can run off the author entries on IBM cards and change circulation systems over the weekend. At present, we are returning an L.C. card to Alanar as books are received, thus enabling the supplier to keep its information current and to produce a cumulated supplement on short notice.

The *McNaughton Collection* is a revolving selection of 200 latest fiction and nonfiction, for which we pay a nominal rental fee. Each month, 20 new books are received and 20 are returned. Best sellers are available at any time they are in demand, and we have not absorbed funds for purchasing and cataloging of books which may shortly be of little value. Books which do have lasting value can be purchased at 70 per cent off after six months, and, being ready for circulation when received, require no further processing.

PERIODICALS

Binding and shelving of periodicals is a time-consuming job of librarians. At St. Louis, this task has been eliminated. Periodicals are not bound; instead, selected titles from the 300 periodicals in the library are put on microfilm. Reader-printers are provided either to read the article or to obtain a hard copy. We are currently developing outside reading and some programmed lessons on microcards and will equip several carrels in the libraries with small readers. Students can now check out small slide viewers and a deck of slides from the libraries, on art, humanities, or science. Carrels are also equipped with Craig Readers and with EDL pacers, with a full range of programs and tests available in the library. Audio-tutorial stations have also been programmed with a recorded lecture on tape synchronized with an automatic slide projector. Programs so far include biology and chemistry, with art and remedial reading planned. A "How to Use the Library" program will shortly be available on slides for student use at any time. Such programs have been most successful, allowing the student to study ahead or review on his own time and freeing the instructor for individual assistance to students.

THE DIALOG LEARNING LABS

Libraries on two campuses contain an advanced version of the language lab. The Dialog system can be used in the conventional laboratory sense, with the instructor playing tapes or records or talking and listening to the students. But each station in the lab or in the library contains a headset and a dial, so that the student simply consults a listing of programs and dials the desired lesson, which may be Spanish, French, German, Russian, humanities, music, art, shorthand at various speeds, composition, sentence structure, etc. The remote tape-deck cabinet stores 88 simultaneous programs, any of which can be changed in seconds. One program last semester included a workbook in sentence structure which was checked out of the library, and a taped lecture which the student dialed. When the lesson was completed, the student was given a test, after which he dialed another number and got the answers with explanations. This program has been very effective in bringing students up to an acceptable level of performance. When suitable video tape recorders are available, the carrels will be wired for video and TV programs. (It is interesting to note that five years ago, video tape recorders cost $60,000; two years ago, $12,000; this year, $6,000; and this month, $1,000.) The next step will be to run all audio and video programs through the computer and have hundreds of listening and viewing stations throughout the libraries. Numerous experiments are being conducted by the faculty on released time to develop Dialog, audio-tutorial, video-tape, and television programs. The instructional resources staff is assisting these efforts by continuous research and demonstration of latest AV equipment and its uses, and by producing color slides and transparencies and making taped programs. The faculty has cooperated remarkably with us in these efforts. We have produced some 8,000 color slides and have requests for 1,500 transparencies this summer alone.

STAFF

The central office staff now consists of a coordinator of instructional resources, an assistant for AV, an assistant for technical processes, two clerks, and the AV and photographic technicians. Each campus has an M.A. librarian, an assistant librarian with the library certificate, and a clerical librarian, plus student assistants to shelve books and deliver AV equipment. These staffs will be increased when we move into permanent buildings, but we never envision the customary order and catalog and serials librarians; the prime function of the campus librarians is to work with students and faculty, and a major effort is now being made to involve the faculty in ordering books and materials in their fields.

PERMANENT BUILDINGS

We are currently operating in temporary buildings on permanent sites at the county colleges and in leased high school facilities at the city site, where the first core of buildings is now under construction. We have 115 acres at Florissant Valley Community College, 85 at Meramec, and 33 at Forest Park Community College. As you might have guessed, we expect twice as many students at Forest Park as we do at the other two campuses. We are working with three entirely different architectural firms to develop the three libraries. About the only thing the libraries will have in common is that they are made of brick, which seems to be indigenous to the area.

The Florissant Valley Community College Instructional Resources building, in the center of the campus, is a three-story square featuring an arcade for north and south traffic. From the arcade, which will feature art, sculpture, and music, as well as bright lights, students enter the library by a center stairwell. Circulation will be controlled from this point, probably with Alanar's new computer system. The basement floor, as on the other two campuses, will house the vast complex of AV, Dialog, language labs, computer programs, and numerous individual listening and viewing stations, plus darkrooms, preview rooms, recording rooms, and faculty and AV workshops. The other floors will house more conventional library materials, will be fully carpeted, and contain 95 per cent carrels and carrel tables, some of which will also be wired for listening and viewing.

The Forest Park Community College Instructional Resources building, for which plans are more complete, will ultimately house 500 individual stations in the basement floor, and seat over 1,000 persons individually on the other floors. It can hold 80,000 volumes. This building is split-level, with a platform in the center for circulation, reference, and browsing, and upper and lower mezzanines for intermingled seating and shelving. The circulation desk, which we have designed, will accommodate periodical indexes and the printed book indexes on its outer sides, with circulation equipment and reserve books inside. The people on duty in this area will thus have close at hand everything students are likely to need help with. Circulation cards and returned books will be kept in the workroom, leaving the circulation area free of desks and clutter. In all libraries, the workrooms are planned to accommodate back-up computer equipment if needed. If the "How to Use the Library" audio-tutorial program proves useful, this equipment can be installed in various sections of the library and be programmed for specific areas, such as reference or periodicals. The circulation bullpen is so placed as to allow full view of the reference and browsing area on the platform and of the traffic to the upper and lower mezzanines. Everything will be on open shelves, and there will be no turnstiles; the doors will be electrically powered to control traffic flow and to assist students in getting in and out. In addition to the vast mechanical assemblage in the library, each classroom will have receiving and initiating capabilities for TV and video tapes, and perhaps for permanent projection equipment. The halls in each classroom wing will be studded with small alcoves, some as lounges, others wired for Dialog and video programs.

The Forest Park campus is scheduled to open in January, 1967, with the others to follow shortly thereafter. All three sites have been purchased and master plans for the campuses have been approved.

HIGHER EDUCATION COORDINATING COUNCIL

The metropolitan area of St. Louis is unusually rich in special libraries, has excellent city and county, small college and university libraries. Although we have obtained permission for our students to use these libraries, the Higher Education Coordinating Council has implemented a Reciprocal Borrowing Plan for the faculty, so that each institution provides full borrowing privileges to all faculty members. The Higher Education Coordinating Council is now promoting a survey of needs, resources, and materials for the entire metropolitan area to further library cooperation. The Council has also sponsored a union list of serials for the area. Dr. Cosand is a member of the Higher Education Coordinating Council.

BUT IT COULDN'T HAVE BEEN THAT EASY...

It wasn't that easy. But the books were there when college opened. The central office relationship to multicampus administrators has been our most difficult problem. We went from a central staff who did everything to campus administrators who wanted to do everything, and we are just now achieving some balance of responsibility. A central administrative and service staff, especially in the coordinating of three libraries, is essential to economic and functional operation of a multicampus institution. Education has fallen far behind in taking advantage of methods long used by business and industry; we forget that we are big business and our students are very important products. Early in the first year we formed a released-time faculty committee of some fifteen of our top teaching staff, and met weekly for a semester to consider new methods, new equipment, and new uses of old methods and equipment. From this group came our video-tape experiments, our audio-tutorial programs, our switch to slides, transparencies, film loops, tapes, and Dialog programs. These released-time programs are continuing. When one instructor sees that another has converted all of his bulky maps to overlay color transparencies, he, too, wants to follow suit. The art instructors want to use a tape and slide tutorial method started for biology. There are programs in art, music, literature, English, and shorthand on the Dialog, which might easily have remained for languages alone.

Released faculty time did produce a problem we had not anticipated; the impact of these new programs placed an overwhelming additional load on instructional resources. Every project required books, periodicals, programmed materials, new carrels, and new equipment, all urgently needed.

We first felt that we needed to get librarians who were willing to go along with and develop new and better methods of operation, young men just out of library school. Upon reevaluation, we have concluded that it is the librarian who has been in the field a few years and who knows how tedious and useless most routines are who is really eager to adopt new techniques.

One rarely has such an opportunity to build a new institution from scratch, working with a president and two vice presidents who were outstanding in their fields and offered nothing but freedom and support in all phases of developing the three campuses, particularly in the area of instructional resources.

EDWARD M. HEILIGER

FLORIDA ATLANTIC UNIVERSITY

The computer-based library system that has been operating at Florida Atlantic University during the past school year is the result of seven years of research and implementation, carried out with the financial aid of the Council on Library Resources (Ford Foundation), the National Science Foundation, and the University of Illinois Foundation. The research was begun at the University of Illinois in Chicago and continued in Florida. Industry help has been important. General Electric, International Business Machines, and Burroughs Corporation have all made contributions.

Florida Atlantic University is a new, upper-division and graduate state university, established by the Board of Regents for Higher Education in Florida to supplement the well-developed junior college program of the state and to serve the populous Southeast Florida area. The state's board of regents, in planning the university, was interested in experimenting with new approaches to higher education. The establishment of a new university seemed to provide an opportunity for such experimentation. As a consequence, many innovations were introduced. One of these was the computer-based library system.

At Florida Atlantic University, all library records are stored on computer tapes, and a variety of important library tools are printed out from these tapes. The most important of these is the library catalog. The original edition of the FAU catalog and its cumulative supplements have been printed out by the computer in 150-copy editions. There are separate author, title, and subject catalogs. The first edition contained 14,000 titles. The second edition, which is being issued next month, will have 32,000 titles, with full Library of Congress cataloging. The author, title, and subject catalogs will each approximate 1,000 three-column pages. Copies of the catalog are available at twenty stations (telephone directory counter-height tables) located throughout the three floors of the library. Each cataloger and each reference librarian has a catalog. Catalogs can be found throughout the campus, as well. Each faculty department has at least one set, and one has as many as six. Many professors who use the library extensively have their own sets. A faculty member will now check a nearby catalog before sending in an order for a book. When he does not find it listed, he sometimes decides on an alternate. This saves time, effort, and money. The professor also uses the computer-produced book catalog that he has at hand to counsel students on additional reading, to prepare reserve lists, to plan new courses, and in writing research papers. The student also finds the availability of the new catalog very convenient. Copies are available for him to make a sitdown use of the catalog, to borrow for home use, and for Xeroxing of pages for shelf-search or bibliographic reference in writing papers. Copies of the catalog are also sent to nearby junior college and public libraries, to the other state university libraries, and to the Library of Congress.

The absence of a card catalog in the library always causes comments from visitors. It is our conviction that the book form is much more familiar to people than the card catalog. People use telephone books, merchandising catalogs, and book indexes, but they seldom use a card file. The scanability feature of a book catalog seems to make it easier to search and appraise as well.

Another product of the computer is a daily circulation list, available early each morning. All books in circulation are listed, arranged in two ways: by the book's classification number and by the borrower's identification number, giving also the date the book is due. It also lists all overdue books in both ways, and itemizes the hold requests. Accompanying this is an occasional print-out of all of the books on reserve, and a reference shelf list. Copies are kept on dictionary stands, near the center of each floor of the library, and are available to everyone.

All books are due two weeks from Tuesdays, enabling the computer to prepare overdue notices in batches. At the circulation desk, IBM 357 data collection machinery takes the information automatically from the book's ID card and the borrower's ID card to make transaction cards for date-due, charging, and discharging by the computer. In brief, this computer-based circulation system eliminates all writing by the borrower, dating by the clerks, filing of cards, slipping of books, and typing of overdue notices. After conferences with the Computer Center personnel on the subject of statistics, it was decided that programming could be accomplished for every conceivable type of statistic needed by the library. This has been done, and requests are now being met on call for any listing required.

Another useful computer-produced tool is a weekly serials list of all the journals we receive, including the date of receipt of the last issue of each journal, the cover-date of that issue, the frequency of receipt, an indication of how late the journal usually arrives, and numbers to help the student assistants in shelving the journal. This weekly list is available on each floor of the library. There is also a print-out of serials holdings, a list of back files of journals and other serials. The computer can also print out a list of missing volumes of incomplete files. The computer writes claiming notices for journals that are late in arriving and prints out the large annual orders for journals.

To keep the book record up to date, the computerized acquisitions procedures provide a daily print-out of a Processing Information List. As soon as a book has been ordered, it appears on this list and stays there until it appears in the catalog. This list is changed daily and indicates the status of each item in the work process: whether it is on order, but not received; whether it has been received and is being cataloged; whether it has been cataloged and is available. The following items of information appear in each entry of the processing information list: author, title, edition, date of publication, series, place of publication, volume numbers, price, notification code, number of copies, fund number, call number, date of order, status, process number, purchase order number, pagination, and vendor. This list is available at all public desks. Purchase orders are printed out by the computer, and budget information is readily available at all times from the Computer Center.

The Computer Center of the University is staffed by competent systems men and programmers. It serves the whole university, including the library. The staff of the Center, working with a library staff oriented to computer use, developed more than fifty computer programs to computerize the library operation. The library staff developed a coding system for putting cataloging copy onto computer tape in such a way that the computer could print out the catalog in an order approximating that in the ALA Filing Rules. Also, a computer chain was designed, and made to order by IBM, which enabled the computer to print out in both upper and lower case and to provide all of the diacritical marks needed for the Western languages.

The library catalogers also developed an author, title, and subject authority input system which enables the computer to set up proper cross-references for the catalogs and to print out authority lists.

The Duplicating Center of the University has developed a photo-reduction and duplicating system for preparing the catalog after the copy leaves the Computer Center. The system, called an Addressograph-Multilith 705, was used to reduce the computer copy to 58 per cent of its original size, thus by-passing the negative and producing a film-based plate from which the offset machine produces 150 copies. A thermo-bind unit binds and applies the paper cover.

The University now operates an IBM 1460 computer, with a 1403 printer which has an 1100 line-per-minute print-out speed. The use of the library chain cuts this speed in half, which is still fast. In the preparation of the first edition of the author catalog, the print-out time was four hours and the editing and sorting time was ten hours. The latter was a one-time expenditure, so that as the catalog develops in size only the print-out time will increase proportionately. The mathematical model built for the system by General Electric was planned for a million-volume library to be developed in a ten-year period. This showed that costs would be slightly higher for the computer-based system, as compared to a manual system, during the first five years, and slightly lower during the second five years. This mathematical model has yet to be tested.

The advent of the IBM 360 system has forced us to begin planning for information retrieval work next year. We have a delivery date of July, 1966. We expect to have on-line capability with read-out from the computer at certain points in the library.

Planning has involved the study of subject heading lists and classifications in terms that will enable the computer to do literature searches with a minimum of human intervention. It was found that none of those studied is adequate and that ways and means must be developed to make use of existing systems. Interesting possibilities of on-line applications to our present computer-based system include: computer intervention in the charging of a book by a reader who has overdue books out; read-out by the catalogers of authority file entries and tracings, making it unnecessary to print out authority files or an official catalog; demand bibliographical print-out; and putting serials and circulation entries directly into the computer.

Staff organization for the library has divided all work into three divisions: data processing, liaison services, and information retrieval services. Data processing has included technical services plus circulation. Information retrieval services included reference work and planning for use of the IBM 360 system for literature searches and other uses. Liaison services, staffed by a high-level librarian, has been concerned with each professor's work, in teaching and in research. Daily reports from this division have been very useful in preparing the library in advance for meeting the needs of the students. They have also helped in planning new courses. The library has fourteen professional librarians, all with master's degrees in library science, and all are men. The starting salary is $7,800.

Finally, we are thinking about extending the system to include the libraries of the new campuses being planned for Orlando and Pensacola. Sharing of tapes and coordinated contribution to those tapes promises to save cataloging and coding time for all. We hope also to coordinate with the traditional, established campuses in Tampa, Gainesville, and Tallahassee, and are planning their uses of certain aspects of our system. The junior colleges may also fit into the system and make use of a common computer tape center or contract with our Center. They would thus be able to feed from our cataloging and save considerable work while using the same type of catalog, thus assisting the junior college student transferring to Florida Atlantic.

STANLEY A. LOTKO

WRIGHT CAMPUS, CHICAGO CITY JUNIOR COLLEGE

Wright Junior College, located on the northwest side of Chicago, is the largest of nine branches of the Chicago City Junior College. The college is housed in a building originally built as a junior high school with an addition completed in 1962. The main library occupies an area which once was a gymnasium. The audio-visual and technical processes departments are located in the new section.

PHILOSOPHY

The philosophy or guidelines of the library are threefold—service, adaptability and innovation. The concept of service—to the student, the faculty, and the administration—is of prime concern to the library personnel, be it professional, clerical, or student assistant. Adaptability includes modification, simplification, and expedition of existing facilities, collections, and procedures to provide ever-improved service to the clientele. Innovation is stressed, for the library is alert to the new, the better, or the addition—whether print or nonprint materials.

To provide maximum use of the library and to serve 9,000 students and 200 faculty members, the library is open fourteen hours a day, five days a week. The staff consists of seven professional librarians, twelve clerks, and fifteen student assistants. The desks of all professional librarians are strategically placed, adjacent to arteries of library traffic, near and among its 75,000 volumes, 12,000 pamphlets, 400 periodical titles, 5,700 volumes of microfilm, 3,600 slides, 600 tape recordings, 2,500 mounted pictures, 300 films, 400 filmstrips, and 2,000 record albums. By placing professional personnel out "in the open," close contact with students is maintained and discipline problems are avoided. All library materials, books, pamphlets, records, tape recordings, and filmstrips are on open shelves and students have direct access to these materials. This placement of materials among students promotes use of the library.

BUDGET

Funds are derived from two sources. One is the Board of Education allotment, based on the number of full-time-equivalent students. The other source is the college or "local" budget coming from general service fees paid by students.

The Board of Education budget is used for the purchase of books, music scores, microfilms, supplies, and periodical subscriptions. Equipment and other capital improvements are provided by the Board of Education.

The local budget, allocated each trimester, is used for all other purposes, such as film rental, books, recordings, supplies, standing orders, Library of

Congress services, government documents, audio-visual operations, and incidental library payroll.

COMMUNICATION WITH FACULTY

In each of the teaching departments, a faculty member is designated as departmental librarian. In some instances, departmental chairmen also serve in this capacity. The departmental librarian serves as liaison between the instructors and the library. The head librarian has the status of department chairman.

New faculty members are given a tour of the library to orient them to the facility. During the tour, special collections, materials, equipment, and services are pointed out, with emphasis on the instructor's specialty. The teacher's cooperation is solicited by requesting him to provide lists for his courses, and to suggest book purchases to the departmental librarian.

To keep the faculty informed of library acquisitions, the library distributes a list of new books each month. Similar lists of recordings, films, and filmstrips are issued when needed. Items ordered specifically for a partciular need are routed to the faculty member immediately upon receipt and after processing.

Personal interests of the faculty are met by means of notices and routing of periodicals, pamphlets, and newspaper clippings.

MATERIAL ORDERING AND SELECTION

Although the library has full control of purchases, selection reflects the cooperative effort of the faculty, students, and the librarians. Students are encouraged to make recommendations for their recreational and general interests. Faculty members make their selections either directly or through their departmental librarians. The professional librarians order items which may be of interest to the various departments and scan professional journals and publishers' advertisements for possible purchases. These items are copied on order slips and sent to the departments for their approval.

The librarians fill gaps in the collections, whether print or non-print material. Faculty members who are specialists in their fields are called upon to select and to weed the collections on a cooperative basis. Because of limited physical facilities, this weeding becomes a dynamic process, reflecting the needs of students and changes in the curriculum.

BOOK CIRCULATION

During the last twelve months, the library charged out over 100,000 books of which 55,000 were from the reserve collections of books assigned by teachers to their classes.

To meet the demand for books in the reserve section, the library buys multiple copies as needed. In some cases, the library has as many as forty copies. This permits the students to do their assignments while keeping their purchases of required textbooks to a minimum.

REFERENCE

All librarians at Wright are teacher-librarians and share reference duty with the reference librarian. It is the responsibility of the librarians to instruct as well as to inform. Students are taught the use of the library, skills needed for finding information, and good study habits. This individualized instruction is an endeavor to solve present and future needs of the student.

Emphasis is placed on assisting and teaching students, but the faculty members are not overlooked. Ready reference, aid with reading lists, and bibliographic help are given to the teachers.

COLLEGE CATALOGS AND PAMPHLETS

The transfer function is one of the main purposes of a community college. As a service to students transferring to senior colleges, the library maintains files of the current catalogs of approximately 450 colleges and universities. Additional copies of Illinois college catalogs are kept because of heavy demand.

The needs of students and faculty are met by separating the pamphlet files into four areas—general, occupational, Chicago, and Illinois. These files of more than 12,000 pamphlets are directly accessible to students on a self-service basis.

MICROFILM AND PERIODICALS

Although the library receives some 400 periodicals, shelf space is kept to a minimum by ordering microfilm copies whenever available. The library has at present 5,600 volumes of general periodicals and 2,500 rolls containing material from the *New York Times* on microfilm. Selection of periodicals is a cooperative effort of both librarians and faculty. Each semester a list of periodical subscriptions is sent to the departments for evaluation. As a result of department action, periodical subscriptions are added or dropped. Whether a periodical is listed by one of the major indexing services influences subscription policies. The *New York Times* on microfilm is given preference over other newspapers because of its index and its reference value.

Last summer, a program was undertaken to consolidate the microfilms. To conserve cabinet space (but at some expense of flexibility in use), microfilms containing one-half reel or less were spliced together. In some instances, six reels were spliced into one.

PROGRAMMED LEARNING

To meet the needs of students and the curriculum, the library has added a representative sampling of programmed texts in all fields. These have been incorporated into the general book collection and included in the card catalog. Faculty members are notified of the availability of the programmed texts and are encouraged to become acquainted with texts in their subject fields. A number of these programmed texts have been adapted for class instruction.

With the assistance of departmental chairmen and librarians, programmed texts are added continually. We are now considering the possibility of establishing an area in the audio-visual department for these materials.

AUDIO-VISUAL

Since the Spring of 1950, Wright has had a professional librarian directing its audio-visual program. The department provides materials and equipment for use by the faculty in classrooms and in the library; maintains and repairs equipment; integrates nonprint material usage into the curriculum in cooperation with the faculty; and circulates, acquires, processes, and catalogs these materials. Materials requested by a teacher for classroom or personal use are processed, cataloged, and delivered to the teachers by messenger within fifteen minutes of receipt of the request. The audio-visual department also provides such special services as duplicating and copying miscellaneous instructional material; preparing transparencies; cutting records; preparing spirit masters; duplicating tapes; and tape recording concerts, plays, addresses, and student speech classes.

SCHEDULING

Audio-visual activities are centered at the A-V clerk's desk. This clerk schedules requests for materials and equipment. Requests are received by phone, note, or in person by the A-V clerk. A board mounted on the wall in front of the desk shows at a glance an hour-by-hour schedule for the current week. This board contains the date, time, type of equipment, instructor's name, room, and student assistant assigned. All deliveries and pickups are made between classes by student aides who set up the equipment ready for use. If there is congestion at a particular hour, additional student aides are assigned. Student aides in other departments (of the library) are trained in the use of audio-visual equipment and subject to call when the need arises.

RECORDINGS

The record collection of over 2,000 albums reflects the curriculum and faculty participation in its selection. The needs of the student and classroom instruction are given priority. For example, a list is posted for the required one-year course in humanities, courses in drama, poetry and fiction, and music classes. These lists are tied in with class instruction. Because of particular needs, records are cataloged in detail. Records are open shelved and filed numerically for easy use. Music scores are housed in the audio-visual department for use with the required listening lists in music and humanities. Forty-eight record players equipped with earphones are maintained in the library. These listening stations are all set at 33 rpm for ease of administration. Student use of records is restricted to room use.

The tape-recording collection is used in shorthand classes and contains duplicate copies of tapes used in the language laboratory.

VISUAL MATERIALS

The audio-visual department has six automatic 2 × 2 slide viewers. Students enrolled in humanities courses are required to view these slides as an adjunct to class instruction. Selection and changing of slides is done by a member of the teaching department.

Besides the filmstrip collection for use in the classroom, a separate collection is maintained adjacent to filmstrip viewers. This collection for student use is on open shelves on a self-help basis. Viewing is required and assigned by several departments.

The library does not maintain an extensive film collection because the majority of motion pictures used are rented or borrowed. The rich source of films available in Chicago, the Midwest, and when necessary, country-wide, obviates the necessity for a large local collection.

It is the library's policy to consider the following before purchasing a film: frequency of use, subject matter, rental and purchase prices, and availability for loan.

Television in the Chicago Junior College is in use extensively for credit by home viewers or in conjunction with classroom instruction via open circuit telecast. A separate college of the Chicago City Junior College, TV College, is using the local educational television station to telecast credit courses on a regular schedule. These home students are serviced by the college libraries at any time.

For the student concurrently enrolled in regular classroom and television courses, the audio-visual department operates and maintains a television projector in the auditorium; sets are provided in the library.

CONCLUSION

In this report of one of the "Libraries in Action," service, innovation, and adaptability have been stressed or implied in every facet of this library's operation. The library's organization, the placement of personnel, open-shelf collections, and availability of materials have been enumerated as having one purpose—that of meeting the needs of the library users. Wright has a dynamic library. One of our mottos is: "If it's new, we'll try it." This philosophy and its continuous implementation have given Wright an outstanding library. We are not complacent, for we know that we shall meet something new or something better, and when we do, we will try to improve our service.

DONALD T. RIPPEY

COLUMBIA BASIN COLLEGE

It has been said that some men shape events while others are shaped by them. If the analogy will hold for a building, the library, which we have chosen to call our Instructional Materials Center, at Columbia Basin College is rather a mixture of "shaper" and "shaped."

EVENTS THAT SHAPED THE CENTER

In the fall of 1962 it was quite clear that the "open door" of Columbia Basin College was about to close because of lack of space. In assessing the critical space shortage, needs for classroom and library space appeared most urgent. The Board of School Directors and the patrons of the district responded to the need by providing sufficient monies, when matched by the state, to build a $4,000,000 structure. Thus, events shaped an opportunity to provide a new facility for instructional and library space.

PERSONS WHO SHAPED EVENTS

It was first necessary for the administration to determine the type of space needed. The existing space was of the traditional "egg crate" variety, or standard twenty to forty pupil stations in a rectangular room. So it was decided to plan for instructional space for pupil groupings of various sizes.

The library space at Columbia Basin College, as in most community colleges, must provide one thing beyond the traditional reference tables and book storage: it must provide study space. It began to appear feasible to think in terms of the "library" space as "materials" space, to include study area and large group–small group instructional space, all within one building.[1]

It was at this point in the planning that the staff became involved. Only the language arts, science, and library faculties were directly involved in preparing specifications. Communication with other divisions was maintained through their chairmen. The resulting specifications detailed those activities the staff believed necessary to accomplish instructional goals. From a description of these activities, which included team-teaching, lecture-demonstrations, material storage and preparation, electronic individual study carrels, and closed-circuit television, the architect developed his concept of a building to provide adequately for them.

The architect was able to provide space for offices within the design, permitting the language arts faculty of nineteen members to be headquartered within the new facility without reduction of instructional area.

In an attempt to solve the many problems created by remote projection equipment, a plan was devised for using three mirrors and a rear screen. This permits the availability of the projector to the instructor, controlled through the console control panel, and yet provides approximately a 6′ × 6′ image.

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[1] Mary Helen Maher, et al., *The School Library As a Materials Center,* U.S. Office of Education Circular No. 708, OE-15042 (Washington, D.C.: U.S. Office of Education, 1964).

To provide for overhead projection, a second screen of the same size as the rear screen was devised. These screens, together with the television monitors, should provide for the use of all projective materials.

In order to stay within the funds available, some of the desired quality level was reduced in favor of providing the maximum floor space, since, hopefully, items such as carpeting could be added later.

ONE YEAR OF ACTION

It is probably easier to design a building than to change faculty attitudes and habits. Through the planning process, it was hoped that both might occur.

The library staff at Columbia Basin College consists of one head librarian, who functions as a division chairman, two professional librarians and one full-time clerical worker. Without formal in-service assistance, the library staff collected all materials in print (of which there is little, but of excellent quality) concerning the materials center concept. Since audio-visual materials were previously collected and charged through the library, it was necessary only to enlarge sufficiently to cover the uncataloged materials housed in divisional offices. Control patterns of book usage were studied and inventories taken to determine whether book losses increased with the enlarged open-shelf study area. Studies were undertaken concerning the best way to provide listening and video stations in some of the study carrels. Usage samples were made of the sixty-two individual study carrels. Material preparation rooms were assigned on various bases to determine the most efficient use and control pattern.

Instructional divisions using the Center this year included science, language arts, and social science. These divisions have evaluated their courses in terms of those that best lend themselves to the Instructional Materials Center approach. Office space of the language arts faculty departs from the usual single or double occupancy and provides instead a space shared by four faculty members.

Equipment is still lacking for the closed-circuit television work that is planned. In another year, complex science demonstrations can be presented to classes via closed-circuit television monitors, and taped for later use.

CONCLUSIONS

After the first year of operation, our conclusions are as follows:

1. Faculty, at least at Columbia Basin College, are anxious to try new methods and approaches to instruction.

2. In-service training is needed to assist faculty in the proper use of new methods and facilities. This is difficult to accomplish in the realm of the Instructional Materials Center because there are too few persons available to assist. It is even more difficult to employ persons for Instructional Materials Center work. Unfortunately, librarians from most graduate schools are still book oriented.[3]

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[3] Maher et al., p. 64.

3. The Instructional Materials Center organization and facility encourages faculty to place a greater emphasis on materials other than textbooks.

4. The librarian's role is enhanced for both students and faculty; his job also becomes more demanding.

5. The Instructional Materials Center concept encourages faculty to ask crucial instructional questions:

   a) By what method, lecture, independent study, seminar, etc., can particular material be taught?

   b) What materials are available to assist me?

6. It encourages the library staff and administration to realistically tackle the problem of how to house, catalog, and distribute all instructional materials effectively.

7. One facility can't do all jobs but an Instructional Materials Center that incorporates innovative instructional space with divisional offices is practical. Indeed it can become a most effective "teaching material" itself.

8. Shared office space, at least for language arts faculty, who do a great deal of individual work, hinders instruction.

9. Book losses declined even though the stacks were accessible and no stiles or guards used.

10. Book usage has shown little increase as measured by charge desk records. The open reference area, however, has had greater usage, and reshelving from the study tables indicates a greater use.

11. Carrel use was greater than anticipated even though study area had been greatly lacking. Listening stations have been determined and will be initiated with individual, transistorized, cartridge-type tape recorders rather than a central tape deck.

12. Material preparation space for science demonstrations was assigned directly to the science division and will not be under the supervision of the library staff. All other materials will be the responsibility of the librarian.

13. Care must be exercised when scheduling the seminar rooms with regular classes so that they do not become too crowded. The largest three seminar rooms were designed for a maximum of fifteen persons, and the three smaller rooms for only twelve. These rooms should be restricted to seminar-type classes.

14. The Instructional Materials Center has materially assisted the inter-discipline approach in those classes where it seems advantageous.

15. With the team approach to instruction, the most difficult in-service problem has been to bring about "strength" assignments rather than "turn about." Thus, each team member wishes to take his turn lecturing rather than assign all lectures to the most effective team member.

16. The rear-screen projection is very well suited to large lecture halls. Standard equipment may be used but may require a different focal-length lens.

RHEA M. ECKEL

CAZENOVIA COLLEGE

The two-year college library has a special need for currency and speed since many of its curricular programs involve rapidly changing occupational fields.

The liberal arts college library, too, must combine speedy information retrieval with access to current as well as classical resources. The knowledge revolution has involved not only new resources but also new approaches to old resources. Mathematics, the natural sciences, the social sciences, and the humanities, all are being continuously revised. Instability characterizes every field of knowledge.

Personal communication at the individual and the conference levels in the field of government and other areas is paralleled on the college campus by the faculty member who keeps in touch with his field, and by the visiting lecturer who provides specialized information from his professional experience. It can also come, as we expect it will in the near future at Cazenovia College, through the use of educational television resources off the campus.

THE LEARNING RESOURCES CENTER IS AN ANSWER

The orderly approach to accurate, up-to-date information service demands a learning resources center which embraces and unifies all types of visual and audio devices from printed books and periodicals through tapes, films, slides, records, and microfilms to remote-controlled, computerized machines which function in a programmed learning sequence.

Recognizing this need some years ago, Cazenovia College sought the assistance of the Educational Facilities Laboratories, Inc. From this source came a grant for the services of a professional library consultant. The person selected was Dr. Ralph Ellsworth, nationally famous for his leadership in library construction and his work as director of libraries at the University of Iowa and the University of Colorado. "Hardly a single major campus library has been built in this country that has not, in one way or another, followed his lead," wrote Alvin Toffler, in reporting on current trends in library construction in the EFL Report entitled *Bricks and Mortarboards.*[1]

Dr. Ellsworth came to Cazenovia College not only to discuss the principles for a specific two-year college library but to recommend a model learning resources center which could influence similar structures on other area campuses with similar needs.

THE TWO-YEAR COLLEGE NEEDS A LEARNING CENTER

Cazenovia is a two-year college for women, near Syracuse, New York, currently expanding from a student body of about 200 in 1958 through an enrollment of 416 this past year to nearly 500 this fall and to 600 by the fall of 1966.

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[1] Alvin Toffler, "Libraries," *Bricks and Mortarboards: A Report from Educational Facilities Laboratories on College Building and Planning* (New York: EFL, 477 Madison Ave., n.d.), p. 76.

Emphasizing the liberal arts in all its programs, the College provides concentrations in the liberal arts, art, general secretarial, medical secretarial, child study, merchandising, and nursing fields. About 50 percent of the students continue their higher education upon graduation with an associate in arts or associate in applied science degree from Cazenovia.

Founded in 1824, the College has traveled the route from a coeducational Methodist Church seminary through various phases to its present status as an independent, privately supported, two-year college for women. Its major growth has occurred since 1958.

At a cost of only $530,000 (financed at first by a private loan and private gifts and subsequently through bonds issued by the State Dormitory Authority of New York), the Witherill Learning Center opened at Cazenovia in February of 1965. The principles recommended by Dr. Ellsworth will be evident as I describe the facility which has been constructed and the ways in which it is being used.

THE LEARNING CENTER SERVES INDIVIDUALS

The library should be "a refuge for the individual,"[2] says Dr. Ellsworth. Describing the older libraries, he said:

> Their faults are legion. They herded hundreds of students together in large reading rooms and thereby prevented the feeling of seclusion students like when they read. They separated students from the books. They could not provide small conference and discussion rooms adjacent to the reading rooms. They strait-jacketed the kind of service librarians could give and thus affected the kind of relationship students and librarians could have. They provided no places where students and faculty could meet in an easy, natural relationship near books. They were cold and formal and lacking in gracefulness. They were gray in color and tone. They lacked the kind of human scale twentieth-century students like.[3]

RECIPE FOR A GOOD LIBRARY: MIX PEOPLE WITH BOOKS

The first-floor plan for the Cazenovia College Learning Center shows the arrangement of individual study carrels around the edges of the open stack areas. The stacks are self-standing and can be expanded as the number of library volumes increases to an eventual capacity of 60,000.

Most of the carrels are individual units just a few steps from the nearest book shelves. Capable of seating approximately 200 at one time, the Learning Center also includes casual living-room furniture, couches and easy chairs, to provide variety in the reading environment.

USE A LIBERAL AMOUNT OF COLOR

These reading areas are interspersed among the periodical stacks with a gay informality. Colorful fabrics, in accents of green, yellow, and burnt orange, mix with the oiled-walnut furniture and wood surfaces of the study carrels, tables, and L-shaped circulation desk.

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[2] From an early conversation with Dr. Ellsworth on the Cazenovia College campus.

[3] Ralph E. Ellsworth, "The University Library and the Lifetime Reader," in Jacob M. Price, ed., *Reading for Life* (Ann Arbor: University of Michigan Press, 1959), p. 229.

Gold carpeting is used throughout, a device which not only lends itself to sound control but also provides a colorful, relaxing atmosphere and a lower maintenance cost than the traditional floor or tile surfaces.

COMFORT IS IMPORTANT

Because upstate New York can become cold in the winter, a vestibule protects the main lobby at the entrance from the winds which come through the door with the students. The divider between the vestibule and the lobby is a glass-walled series of shelves in which exhibits are maintained for viewing from both sides.

Casual furniture in the lobby area invites the student to pause and browse through the latest acquisitions prominently displayed on a central shelving island. Grouped on this floor are works of fiction, periodicals, and reference areas. These areas are near the circulation desk, card catalog, and reserve book section because they lend themselves best to the type of reading which can be done in an atmosphere of movement and subdued activity.

ISOLATE WORK ACTIVITIES FROM STUDY AREAS

All activities associated with the circulation, processing, and handling of the books by the staff are grouped in approximately one-fourth of the main floor area. Audio-visual storage of records, tapes, and films; reserve bookshelves; the workroom; the receiving room; and offices for the reference librarian and director of library services are in this area. It has its own loading dock at the rear of the building.

Independent access to the lower and upper floors is available through a service elevator and a separate stairway restricted to staff use. Users of the library move to the various levels on two public stairways.

PROVIDE VARIETY

A variety of ceiling heights prevails throughout. Above the central stack area, the ceiling, at 8 feet, is at its lowest, with ducts for washed air circulation capable of conversion to air conditioning. Above the lobby and reading areas surrounding the stacks, the ceiling is slightly higher, 10 feet, and over the main public stairway, the area opens to the second-story ceiling. This avoids the claustrophobic effect felt in some of the early attempts at low-ceilinged libraries.[4]

On the lower floor directly below the workroom and near the foot of the staff stairway is a staff lounge and kitchen.

A large portion of this floor is an open area which will provide for future growth of the library. It is currently used for lectures, meetings, and such special events as the annual Book Fair, where a large number of paperback titles are displayed for review and possible purchase by visitors from area secondary schools and the community.

Mechanical equipment for the heating and air circulation in the library is located on this floor.

USE FACILITIES IMAGINATIVELY

The group audio-visual room, designed for approximately 20 students, serves effectively as a center for projection of motion picture films. For example, one of our English faculty assigns the viewing of a particular film to her class and then schedules multiple showings by library personnel, so that the students can plan their viewing time to suit their own study program. Thus, there is no interference with class time, as there might be if the film were shown to all class members at once. This faculty member then devotes additional class time to individual questions arising from the film showings.

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[4] Toffler, p. 78.

Another reading room is located on this lower floor, along with the stacks from the previous library.

Two typing carrels on this floor are so designed that the typing sounds are muffled by a sound-proofed alcove although the typist sits in an open section where she can feel that she is a part of the larger room. There are no doors to these alcoves, rather they are approached through broad entrance openings which rise to the ceiling.

On the upper story, the largest floor area is devoted to the open stacks containing the nonfiction books. This is the quietest area in the Learning Center, providing the best possibility for concentrated study. Again, carrels surround and are mixed among the stacks.

COOPERATIVE STUDY HAS ITS PLACE

On this floor are located three group study rooms with a table and four to six chairs in each. These rooms permit cooperative study.

Near the group study rooms are tables with stereophonic earphones connecting the listeners to a selection of tape players and phonographs.

Two smoking lounges, two more typing carrels, and a seminar room are among special facilities on this upper floor. One room is used for rare books and "Cazenoviana," a collection of art pieces and literary works of historical significance to the Cazenovia area.

Here, too, are four faculty-student consultation rooms in which is achieved that "easy, natural relationship near books" recommended by Dr. Ellsworth.

FACULTY HELPED PLAN AND OPERATE IT

It is perhaps well at this point to note that the planning of the new Learning Center on the Cazenovia College campus was not limited to an administrator, a librarian, and a consultant operating by themselves. From the beginning, faculty members were active in determining the particular learning resources requirements of our campus. A faculty committee continues to operate in an advisory function for the library staff and director of library services. Moreover, faculty members have cooperated in the unusual expansion of books required because an earlier fire had damaged the older collection.

The one advantage of such a situation has been that the library is not burdened with a large number of volumes of little educational value. We currently have 15,000 volumes, and the rate of expansion is approximately 2,000 volumes a year, not including gift books. Periodical subscriptions number 160.

TRUSTEES APPROVED EXTRA APPROPRIATIONS

Recognizing the need to expand rapidly to the 60,000-volume capacity, the Board of Trustees has passed special appropriations in each of the past two years to enable a more rapid acquisition rate. The library budget is 5.57 per cent of the educational budget.

As a first step, faculty were asked to list the books they most needed for their fields in three categories. The essential works, labeled "A," were purchased immediately and processed for shelving by a professional firm. "B" books, those of importance to broader independent research by students, are being acquired periodically as budget and staff-processing capacity permits. Efforts to obtain books in the "C" category are directed toward potential donors.

There is a continuing evaluation of acquisition needs by faculty who are guided by the professional library staff in achieving overall balance.

STUDENTS USE IT

The Learning Center does not sit in isolated splendor for occasional viewing by visitors from other colleges. The library staff encourages students to use its facilities through a periodic newsletter describing recent acquisitions in language designed to entice the reader into the center. Brief articles outline facilities and cover current topics of interest, thus, hopefully, stimulating the student to self-discovery.

We like to think that our library staff, as a noted linguist recently wrote, are "intellectual pyromaniacs trying to kindle a spark of learning that will spread."[5]

To help them spread that intellectual fire most effectively, we have given them, through the help of Dr. Ellsworth, a model library in which "student reading increases and students appear to enjoy the studying they do"[6] through a variety of learning devices.

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[5] Kevin Guinagh, "The Academic Image of the Librarian," Introduction to Guy R. Lyle, *The President, the Professor, and the College* (New York: The H. H. Wilson Company, 1963), p. 12.

[6] Ellsworth, p. 231.

PETER MASIKO, JR.

MIAMI-DADE JUNIOR COLLEGE

During the next twenty years, much will be asked of the community college by the area it serves. We must find a way to keep abreast of the knowledge explosion and must teach the largest groups at the most difficult stage of college instruction. We must be a catalyst for a community, culturally, economically, and intellectually. We must create new curricula to develop attitudes, skills, and knowledge of vocations and technologies yet unknown. We must prod the intellectually lazy, feed the intellectually hungry, and startle the intellectually unaware. In order to do this we must devise a new structure for new learning. This new edifice embodies many possible solutions to our problems through greater effectiveness and greater efficiency.

BUILDING DESIGN

The Learning Resources Center for a community college must be more than a multipurpose structure with a high proportion of flexible study spaces. The college serves a commuter constituency, the vocationally oriented student along with the degree-bound transfer student, and the growing group of adults intent on broadening their outlook or who need to be retrained for new vocations. So the Center must also serve the community of scholars, students, and faculty of more divergent backgrounds and aims, and must be a catalyst for the metropolitan area around it.

The new Learning Resources concept envisions not only a learning location but also a teaching area and a center for media and technology in instruction. It is also a community cultural center, the evening "meeting place," a depository of common heritage, a collection of innovation and ideas for the future, and it is the key location for the interaction of different stimuli for learning.

Because of the need to serve the commuter student, the Center must have places designed for the student "bull session." Such sessions should be encouraged and even stimulated by the environment, and many resource materials should be placed nearby to reinforce the viewpoints and arguments presented by the students. New methods of acoustical treatment and careful placement of the library stacks will tend to control the possible noise problem. New acoustical design of individual study carrels also makes possible almost complete isolation in nearby areas for the student who needs almost complete privacy.

In the large library reading rooms of the North Campus Learning Resources Center of Miami-Dade Junior College, the shelving is not the usual aisle-type arrangement but is clustered in groupings following the architectural module of the room. In this way, the stacks create inviting areas of study and for modulated discussion, and the students are surrounded by the subject matter they are studying.

The entire floor is carpeted for acoustical control and to enhance the stimulus for discussion; it also is fairly inexpensive to install and to maintain in the long run.[1]

The shelf design follows the observation that a bottom bookshelf placed on floor level is seldom used. All shelving is placed on legs, which gives an impression of lightness and also permits easier maintenance of carpeting. The shelf height of 6 feet is not beyond the reach of the average female student.

Specially designed individual carrels are placed near the outer walls to create alcoves conducive to semiprivate study. Many of the carrels are also located between the stacks to permit isolation study throughout the library.

In order to have a good lighting pattern for reading in the learning modules created by the stacks and supporting columns, the ceiling is a prototype combining the air conditioning distribution system with the polarized lighting panels. This makes a luminous ceiling effect broken into areas that express the structural bays of the building, and gives nearly shadowless light at the point of the pencil.[2]

The library furniture has been specially designed for flexibility on the basis of different "building blocks" attached to a common module table. It is possible to convert a table into different office desks or different work tables for the library.

The College uses the Sentronic check-out system, so that security will not be obvious.[3] This will afford the open-stack operation good security, despite the wall effect of the modular stack system.

SPECIAL EQUIPMENT

When a college accepts innovation in its instructional pattern, it must face certain implications. The faculty must be aware of projects and studies being conducted elsewhere, and they should know that they are involved in the decision to try new projects. For instance, we have created an area for innovating materials. It is a special room for faculty in the library, and we are now collecting materials, articles, books, and journals, to stock it. We also have coffee available, and the staff of the Learning Resources Center will meet there on an informal basis with the faculty to discuss potential projects. We hope to make our teaching more effective by a constant awareness of new things. In a recent study of Miami-Dade, Dr. B. Lamar Johnson especially noted the faculty interest in change. We hope to build on this interest.

In every college the size of Miami-Dade (13,000), it is necessary to have auditoriums for various purposes, including large group instruction and the many community meetings on campus. We created four auditoriums around a common core of rear projection equipment and we have, therefore, four 220-seat auditoriums which can have a common program or which can be programmed in four different ways. The program can be operated by the faculty member at his master lectern by remote control from the projection core itself. New and better screens are used to get a better light-projection image, and new equipment is being purchased to improve the quality of the picture projected.

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[1] Dade County Board of Public Instruction, *School Construction Report No. 10* (Miami, Fla.: Pancoast, Ferendino, Grafton and Skeels, Architects, August 31, 1964).

[2] *Ibid.*

[3] Under this plan, a metal insert in a book is demagnetized when the book is charged out properly. A book that has not been charged out sets off a buzzer or gong when it is taken through the exit turnstile.

The slide, film, and videotaped materials presented in these rooms are also being produced for small group study in seminar viewing rooms and in individual study carrels. The rooms contain cartridge audiotape recorders and specially designed rear projection film units for both 16 mm. film and 8 mm. film and cartridges. We are equipping 40 areas for this reinforcement study, where students can repeat the large group presentation at the time they need it.

In one area of the building, there are an audio-visual check-out counter, individual viewing carrels, and small group viewing rooms. The audio-visual booking clerk and the clerical personnel connected with the acquisition and distribution of these materials are also located in this area.

The production area of the building features two studios for television, cinema, and photographic production. One, a large, two-story studio, has a new grid and lighting pattern designed for "catwalk" lighting. This will permit greater flexibility in the use of the studio. Both studios are being equipped as recording locations for film and videotape, so that the large size is not as important as it would be in a television studio which has "back to back" programming problems.

PERSONNEL

We have had an opportunity to establish positions for people according to function, and we believe we are gaining efficiency in the use of professional personnel. We have established a central cataloging and acquisitions team for all campuses. This team receives requests from the libraries on each campus, and the selection of materials and books is made by the faculty and the library staff of the local campus.

The production personnel for audio-visual and television have been formed into a central team and will be placed under one production head. There is another area of personnel connected with distribution and the utilization of these materials.

We are developing technical curricula which relate to the area of Learning Resources, and we have started a two-year library technician program. We are planning new curricula in television engineering, television production, and cinematography.

The decision has been made to mechanize procedures in the operation of the library, and we are applying different functions to the 360 computer. We estimate that it will take three years of continuous systems work projects to complete the first major phase of mechanization. We can probably assume that we will always have an upgrading project in some area of learning resources that relates to the computer.

FACULTY RELATIONSHIPS

One of the new programs we have established is continuous work with the faculty as a service to guide innovation projects in learning and teaching. The service to the faculty is developed in three different ways:

1. Faculty study teams have been given a reduced instruction load and have been meeting regularly with the production staff to discuss potential

uses of new media in auditorium or large group instruction. These groups have been previewing hundreds of films and tapes and have selected about 100 for purchase and major use this year. The study of available films and tapes and their selection for motivational purposes have shown the faculty the program content needed to cover certain basic concepts and materials, and they are planning these projects with the production staff.

2. A new position is being established on each campus to coordinate the utilization of materials with the faculty. Frequently, after materials are produced, there is little variety and motivation for students and faculty in the follow-up. We plan to work with the faculty and to get from them ideas on what "went over well," which program needs revision, which follow-up projects failed, and what new ideas they have for new programs and follow-up projects. Most media projects at institutions have failed or have had lukewarm reception because little attention was paid to the time the TV set was turned off or the lights went on. Since we believe we should attempt to do that which can't be ordinarily done in class by the use of media, we also have a responsibility to assist the faculty member in class, so that his key role in instruction with the student will be heightened.

3. Faculty and staff gain confidence in the use of large group instruction when they study first the efforts of others and then plan on the use of media in a better way. Initially, most faculty will agree to a slide and audiotaped sequence, and all want to use an overhead projector. As these materials are developed to give more motivation to the students, the production of the audiotape becomes more difficult and a high quality audio-mixer console is required to add the background music and the other voices to the voice of the narrator. The slides require more art work and more of them are required for each program. The overhead projector begins to do more than replace the blackboard. At this time these projects can be expanded to a videotaped closed-circuit program in order to improve certain production aspects of certain projects. All of the projects must be produced again for television use, for it is a different medium and must be used only sparingly and for the effect television can give. In a few years, when the production quality of all areas is satisfactory and the college is able to project itself beyond its walls effectively, the community college must then program extensively on open-circuit television stations, or its own station. It should not enter this field on a large scale until it has a very competent production staff, a faculty which has some experience in the use of media, and a community which is demanding more services than the college can perform on its campuses and centers.

SECTION IV

Standards and Accreditation

NORMAN E. TANIS

STRENGTHENING THE JUNIOR COLLEGE LIBRARY: THE APPLICATION OF STANDARDS

Some five years ago, the American Library Association published recommended standards for junior college libraries.[1] These standards are set down in statements that describe good junior college library practices. The standards are meant to guide librarians, faculty members, and college administrative officers in evaluating college libraries, and to provide a better understanding of the place of the library in a vigorous teaching program. The library is described as an important part of the instructional program. The many detailed criteria suggested in the standards are, in reality, the means by which the library can accomplish the instructional goals of the college.

Comparatively brief, the guide assumes that the individual college must carefully define the exact way in which its library should accomplish the goals set up for it. The standards do concern themselves with the technical requirements of library development or the means necessary to accomplish institutional goals.

A HISTORY OF STANDARDS

The ALA standards for junior college libraries are the final product of thirty years of effort on the part of the Junior College Libraries Section of ALA. The ALA Junior College Round Table passed a resolution calling for minimum requirements for the junior college library in June, 1930. The resolution proposed as minimum requirements a staff of two professional librarians; a core collection of 10,000 volumes for a college of 500 students or less; 15,000 volumes for a college with an enrollment up to 1,000 students; and 20,000 volumes for a college having more than 1,000 students. A set of standards was eventually adopted by the Junior College Libraries Section in 1956.

The board of directors of ALA turned the statement over to the Association of College and Research Libraries' Committee on Standards for further study. After a year of concentrated work and extensive consultation with outstanding junior college librarians, the ACRL Committee on Standards was enlarged to include three junior college librarians as members, and an additional junior college librarian as a consultant and resource person. The consultant represented those people in the Junior College Libraries Section who had originally worked on the project. The first draft of the standards was submitted to administrators and librarians of junior colleges, to executive secretaries of accrediting agencies, and to leaders in the library profession, in order to obtain their suggestions and criticisms. In addition, the Committee drew heavily upon the statistical reports of junior college libraries compiled, at that time, by the Association of College and Research Libraries. From these efforts came the second draft of the standards, which was approved by the board of directors of the Association of College and Research Libraries early in 1960.

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[1] American Library Association, Association of College and Research Libraries, "ALA Standards for Junior College Libraries," *College and Research Libraries*, XXI (May 1960), 200-206.

THE INTERPRETATION OF THE STANDARDS

The standards require intelligent and cautious use. Junior college libraries are as diverse as the institutions they serve. The standard makers had to write a set of standards that represented general norms. For this reason, the statements in the standards are always preceded by careful qualifications which make it clear that not all junior college libraries must or should conform exactly to the criteria. The standards include such qualifications as "The librarian is usually appointed by the chief administrative officer of the college," or "As a rule, there should be a faculty library committee." When budgets are mentioned, the statement is made that "The library budget should be determined in relation to the total budget of the institution for educational and general purposes, but the amount to be allocated to the library should be squarely based upon a program of optimum library service in support of the junior college's goals." When the size of the book collection is discussed, it is noted that "The following considerations will determine the size of the library collection: the breadth of the curriculum; the method of instruction employed; the number of students (full-time equivalent) and faculty; the demands of the faculty for research materials; the availability of other appropriate library resources; and the kind of student body served, i.e., residential versus commuting students.[2]

These essentially qualitative and judgmental criteria are followed by "benchmarks" or "profiles of practice," derived from an examination of junior college libraries which are meeting the instructional needs of the colleges they serve. These "benchmarks" were derived from visits to junior college libraries and from statistical data.

The Standards Committee is aware of the fact that these kinds of criteria change as the years go by and require constant revision. Presently, the Standards Committee is attempting to begin a study of these "benchmarks" or "profiles of practice" in both the four-year and the junior college standards. This study will attempt to find and isolate publicly recognized quality libraries by size and type of institution with the objective of establishing new "profiles of practice" or, if you will, new "benchmarks." This study will be conducted by a library school broadly experienced in library research.

Because the standards do not make up a blueprint that can be applied to every junior college library, and because the "benchmarks" or "profiles of practice" outlined in the standards are derived from norms, an individual library must interpret these norms or "benchmarks" before the institution applies them. The standards can only be useful when they are carefully interpreted in terms of the aims and needs of a particular institution.

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[2] *Ibid.*

THE SELF-STUDY

One of the most fruitful ways of strengthening a junior college library through the use of the ALA standards is by applying them in a rigorous self-study. The standards should be utilized as guides, and the quantitative criteria should be treated as "benchmarks" derived from desirable practices of comparable junior college libraries.

The institutional self-study has served a long and useful purpose in American higher education, reflecting an institution's awareness that society changes and that curricula and institutional aims must reflect this change. The self-study described here will, of course, be limited to the college library. However, this kind of limitation is unrealistic because the library is so tightly bound to the aims and programs of its institution that it can never be studied as a separate entity.

The self-study of the library should be conducted by the librarian, the dean of instruction, representative members of the faculty, and possibly the community. Using the quantitative and qualitative standards, the study should focus on such matters as the book collection, the library budget, organization, personnel, and the library building. The study should consider as its central question: "How does our college library measure up to the demands which the curricula place upon it?" It should also ask the question: "After interpreting and adapting the standards to the aims and philosophy of this institution, how does this library measure up to the criteria or 'benchmarks' decided upon by the committee making the self-survey?" Finally, the committee should ask: "What deficiencies emerge from the study and how can they be remedied?"

Such a study will furnish detailed data to faculty and administrators, thereby providing a concrete basis for increasing library support from the governing body of the junior college. A self-study can also encourage and stimulate the faculty to active participation in building an adequate library collection. The library's aims and objectives will become explicitly stated and understood. Finally, the self-study will dramatize to faculty and administrators the necessity for immediate action if the library is to serve its function of furnishing curricular resources, encouraging the intellectual stimulation of students and faculty, and introducing students to the heritage of the past.

Above all, the survey must produce the concrete action of dollars-and-cents spending to build a better and more comprehensive library collection, housed in a carefully designed building, and serviced by an adequate staff.

THE HENRY FORD COMMUNITY COLLEGE EXPERIENCE

The Henry Ford Community College made such a self-study in 1961. As a first step, the chairman of the faculty library committee appointed a ten-member committee to study the library, using the standards as a guide to formulate an evaluation, and to develop a series of recommendations.

The chairman of the self-study committee was chairman of the art department. The committee consisted of two librarians, the chairman of the social science department, representatives from the English, history, political science, business and related trades departments, and the assistant dean for instruction. Several members of the committee were selected because they had shown special interest in the future of the library or had special knowledge and experience to contribute. One member, in addition to being a member of the faculty, served on the Dearborn Public Library Commission; another was especially interested in historical documents and artifacts; others had in the past made a point of visiting junior college libraries in the state, and had some background in comparing library collections, facilities, and administrative procedures.

The self-survey committee decided to use the ALA junior college library standards as the logical instrument against which to measure the effectiveness of the library. The committee broke down the eight sections of the standards into a series of questions which seemed pertinent to Henry Ford Community College.

The process of formulating the questions was, in reality, interpreting the standards in the light of the aims and philosophy of Henry Ford Community College.

After a full year of careful study and evaluation, the self-survey committee presented its report to the faculty library committee. This committee spent four meetings discussing the report and making revisions and additions. After final approval, the entire faculty was given the report.

Subsequently, the report was approved by the faculty and by a college evaluation committee. The report of the college evaluating committee was eventually forwarded to the Dearborn Board of Education. Most of the recommendations of the library report have been acted upon or are now a part of the long-range plans of the library.

UTILIZING CONSULTANTS TO INTERPRET THE STANDARDS

A library surveyor or consultant could be employed by a junior college to evaluate the library program in conjunction with the standards. He would perform most of the functions that the self-survey committee performed. One of the most important needs in the lower division college library today is the development of a corps of library consultants capable of advising those who are establishing new libraries, and able to assist in the evaluation of existing libraries.

However, the use of consultants or surveyors on any large scale has been limited by the lack of librarians who have been trained or who have gained the experience to carry out this kind of work. At the present time, four-year college librarians, state department of education personnel, state librarians, county school district personnel, and junior college librarians are being utilized as consultants.

The junior college library field needs consultants and surveyors to interpret the standards, to evaluate libraries, and to advise institutions which are building new libraries. There is a need for the short-term consultant who spends a week or less on campus and for the continuing consultant who is retained by a junior college to assist over a period of years in the development of its library. The continuing consultant has the opportunity to establish semipermanent relations with the key personnel of the institution. He has the time and the perspective to render measured judgments and the opportunity to supervise the implementation of his recommendations.

Both the short-term consultant or surveyor and the continuing consultant will find the qualitative criteria and the quantitative "benchmarks" useful in their work.

THE APPLICATION OF STANDARDS IN THE ACCREDITATION PROCESS

While the standards are designed to provide a guide for the evaluation of libraries in two-year colleges, they cannot be applied rigidly without modifying them to reflect the aims of a particular institution. However, the Standards Committee of ACRL has had reports that rigid application is being attempted. The reports could be summarized as follows:

> Accreditation agencies are applying the standards routinely without modification to all types of schools and situations. Newly established schools, small schools, and large institutions are all being forced into the same "Procrustean bed." Junior College administrators realize this may well not be the fault of the standards, but they feel that the American Library Association should be concerned. ALA should attempt to persuade these groups to use good judgment in the application of the standards, and preferably, request these associations to include a trained librarian on the visiting team.

The standards cannot be applied usefully by a team of accreditation specialists who spend a few days on a campus assessing dozens of institutional programs just as complicated as or more complicated than the library. *It just cannot be done.* Even a library specialist on the team would have his work cut out for him if he attempted to survey the library thoroughly in a day or two.

On the other hand, if a self-survey or a consultant's report based on the standards has been written prior to the accreditation visit, it would seem to me that the accreditation field team would have the background information necessary to make its evaluation of the library.

The qualitative criteria and the "profiles of practice" in the standards must be used as resources *only* in the accreditation process. Such factors as (1) the goals and policies of the institution, (2) the curricula of the institution, (3) the education level and degree of preparation of the student body, (4) the geographical location (urban, suburban, rural), (5) the age of the institution, (6) the commuting or residential pattern, and (7) the nature and make-up of the faculty would dictate how the standards are to be interpreted and show how much weight should be given to particular criteria in the standards.

EVERY INSTITUTION ITS OWN STANDARD MAKER

It seems clear to me that if the criteria laid down in the standards must always be interpreted in the light of the aims and needs of the institution of which the library is a part, and the standards state this also, then every institution which wishes to evaluate its library must go into the business of making its own standards.[8] Each institution will, of course, use the "ALA Standards for Junior College Libraries" as an authoritative guide, but the binding criteria used to evaluate a specific library must be formulated by the local librarian and his faculty, or by a consultant and the librarian who know the particular college thoroughly.

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[8] *Ibid.*, p. 200.

The constantly rising percentage of young people and adults who come to the junior college, the constantly widening range of types and levels of ability represented in our student bodies as the numbers increase, and the complete set of technological, sociological, and economic developments which combine to produce a culture of ever-growing complexity, are common knowledge to all of us.

To have a sound and consistent basis for making decisions as to what it should and should not attempt to do, a library must have what all too few of them do have: a rationale; a philosophical position clearly understood and agreed to by all those connected with the library. This rationale provides the basis for deciding whether a particular request for some new service can or should be met. This library philosophy can only be worked out by studying the rationale of the institution served by the library, by utilizing the national standards for library service, and by knowing thoroughly the curricula and the kind of student body served by the library.

All of the foregoing seems to indicate the importance of studying the library carefully in conjunction with the standards. The faculty, the administrators, the librarians, the consultants, and even the students, directly or indirectly, should be involved in this process. Indeed, a strong case could be made for involving neighboring public and university libraries when possible.

In effect, an institution doing this will be in the business of constructing its own standards.

During the past five years, the standards have been used by institutions for the purpose of self-study. There have been interesting results. Here, summarized, are many of the reports that have come to the Association of College and Research Libraries' Committee on Standards:

1. These self-studies, which have utilized the standards as important tools of evaluation, have demonstrated definitely that there exists a real need for better communication between the library, the faculty, and the administration.

2. These evaluations provided insight into the very great diversity of demands that are placed upon the library of a two-year college; very often it was found that the budgetary provision for the library lagged far behind the demands for services.

3. These studies gave evidence of schoolwide concern about the library; they demonstrated that teachers and administrators were eager to share in solving library problems and eager to learn about the "housekeeping" aspects of the library program.

4. These evaluations showed there was an observable change in attitude on the part of both the library staff and the teaching faculty—a distinctly greater feeling of respect for each other was developed.

5. These self-studies did not become "gripe" sessions; free and frank communication about the problems of using the library became a prelude to identifying the means that would permit better service.

6. These studies promoted a deep interest in new and experimental library programs.

7. The general goals outlined in the ALA standards became stepping stones toward developing specific goals for the individual library undergoing the study.

8. Those libraries which underwent such a study were almost unanimous in reporting that the evaluation was followed by action.

9. The lbrarians who participated in these studies were particularly grateful that a library rationale and plan for action greatly facilitated their job of requesting adequate budgets for constructing long-range acquisition programs.

10. These institutional self-studies became the basis for self-evaluation reports requested by regional accreditation teams prior to making a visit.

11. The ALA standards were often found to be too modest in their demands; as a result, individual institutions set higher goals for themselves.

12. The quantitative standards or "profiles of practice" would be more useful in the process of evaluation, the evaluators reported, if better validation for these quantities were offered and those making the studies also reported.

13. These quantitative criteria would be more useful if each category of "benchmarks" were divided into subgroups representing the many different kinds of junior college libraries.

In the years ahead, the standards will continue to be useful as an instrument in the evaluation of libraries. But their unintelligent use as an all-purpose yardstick which can be laid alongside a library for the purpose of a crude mechanical measurement will decline.

In conclusion, the standards will need constant revision in order to maintain their usefulness. The quantitative "benchmarks" in the standards will require continual validation studies to maintain their usefulness.

JOHN LOMBARDI

ACCREDITATION: AN AID TO STRENGTHENING THE JUNIOR COLLEGE LIBRARY

The title of this paper is "Accreditation: An Aid to Strengthening the Junior College Library." When Dr. B. Lamar Johnson selected the word "aid," he did it with insight into the forces that operate on and impel librarians and administrators to develop the best library with the resources at their command. Men and women who undertake responsibility for a library or any other activity usually have the drive, the energy, the initiative, the resourcefulness, and the will to be as creative as possible. While accreditation can be important, it should not be inferred that the excellence of the many outstanding junior college libraries resulted from a club known as "accreditation" held over the librarian's head.

ACCREDITATION AS A SELF-STUDY

In recent years, a great deal has been said of institutional self-study. It is almost mandatory, and fashionable, for an educational institution to conduct a self-study or to have one conducted by an outside agency. Dr. Freed, an expert on institutional research, maintains that a self-study is necessary if a college is to strengthen itself and remain efficient and effective, "if it is to be aware of its characteristics and its current *modus operandi*."[1]

The accreditation process is the most common method of self-examination and is probably as effective as most other methods of institutional self-study. The universality of accreditation among institutions of higher education, and the importance attached to accreditation by noneducational as well as educational agencies, provides a built-in process of self-study. Moreover, self-study by accreditation is accepted by the faculty because it is part of the educational mores of higher education and because it is conducted by an agency not under the control of the administration and board of trustees. This is most important, since "no research program can fulfill its goals if an insouciant attitude prevails."[2] Its periodicity insures a continual alertness on the part of the personnel. The importance of accreditation to the college makes it acceptable to the administration and board of trustees. Everyone is familiar with the consequences of failure of an institution to achieve accreditation. So, in addition to the benefits derived from a self-study, accreditation acts as a unifying force among faculty and administration!

How pervasive, inclusive, and influential in the improvement of the institution the accreditation process is can only be expressed by those who have experienced it. The eagerness of the faculty and staff to be visited and queried can be measured by the disappointment of those who are not visited and queried. Since the library is always visited, it benefits greatly. At least once each five years, the library receives "a searching self-analysis" by its librarians, and then is subjected to "a parallel study by an outside group."[3] Added to this is the postmortem which takes place after the visit and the requirement to prepare responses for the next report to the suggestions and recommendations made by the accrediting team. This becomes almost a continuous process and, according to Dr. Edward Simonsen, past president of the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, "reflects . . . interest in studies made over the last five years rather than in a crash self-study project."[4]

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[1] Melvyn N. Freed, "Why Your College Should Study Itself—and How to Go about It," *College and University Business*, XXXVI (June 1964), 39.

[2] *Ibid.*, p. 40.

In effect, the process of accreditation has acted and has been "used as a catalyst to speed up a college's . . . development . . . by offering a view of itself through the eyes of interested, informed colleagues, against a wide background of experience . . . heightened by the immediacy of personal contact."[5] Applied to the library, this statement acknowledges that the initial impetus for change usually comes about through an alert librarian who keeps abreast of new developments, whether they be proposed by an educational facilities laboratory, an industrial firm pushing carpeting, or one extolling the virtues of a data processing machine. Diffusion of these developments takes place more rapidly as a result of accreditation than would otherwise have been true without it.

THE LIBRARY SINCE ACCREDITATION

Many of us, before accreditation, took the library for granted. As long as students and faculty did not complain, we assumed that the library was functioning satisfactorily. When we made evaluations, it was on some single aspect of the library and in comparison with another library which we may have visited.

Since accreditation, the outlook toward the library has changed, especially during the first round, because it seemed that the early accreditation teams devoted an unusually large amount of time to the library. These teams took seriously Carlyle's dictum that "the true college is a collection of books." They subscribed to the principle that the library should be the heart of the college, "a vital organ of an educational institution."[6] Although this impression may have been exaggerated, it generated activity among administrators and librarians in the yet-to-be-visited colleges. Consequently, some junior college administrators, in anticipation of the visit, even secured the services of consultants, while most went to other libraries, especially those recently visited, in order to profit from their experiences and to discover what ideas and practices were highlighted by the team members. Those ideas and practices which were favored were adapted to their own libraries, and those which were criticized were, if present, modified accordingly.

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[3] F. Taylor Jones, "The Regional Accrediting Associations and the Standards for College Libraries," *College and Research Libraries,* XXII (July 1961), 273.

[4] Committee on Institutional Research, California Junior College Association, "Report of Second Session," *Institutional Research in the Junior College . . . Process and Product,* March 11-13, 1965, p. 6.

[5] Jones, p. 272.

[6] Paul Buck, "Credo Reconsidered," *Library Journal,* November 1, 1964, quoted in University of California, Office of the Vice-President, *1965-66 Libraries Budget,* March 11, 1965 (mimeographed).

STANDARDS

Accreditation presupposes standards by which to make judgments and evaluations. For the library, three sets of standards are in use, one developed by the college personnel, a second by the regional accrediting agency, and a third by the American Library Association. These are related; each has been influenced by the others and by outside agencies. More important, each has an influence in strengthening the library. However inadequate or unscientific these standards may be, a team member assigned to the library must use them in arriving at a judgment.

Librarians and administrators wittingly or unwittingly make observations concerning the library services. They have "standards" in mind which were acquired during their educational careers as users of the library, and more formally in professional courses. Librarians and administrators check or observe the books circulated and used, the number of students in attendance at various times in the various areas, browsing, studying, using reference works, or reading periodicals, and the number of faculty members who make use of the library or who recommend the purchase or the discarding of books. On the basis of these checks they establish what we may label "de facto" standards. If the library is rarely overcrowded with students, they assume that capacity is adequate; if students do not complain about the library hours, these, too, are accepted; the same approach is used for assessing library privileges, holdings, and other activities. Student and faculty criticisms, though negative in character, are highly efficacious influences in developing "de facto" standards.

These "de facto" standards are more dynamic than other kinds because they are influenced by many educational and noneducational developments. Take, for example, the paperback book revolution which has changed the relationship of English, social sciences, and other departments to the library. Many instructors in these departments require students to buy several paperbacks instead of one hard-cover textbook. Others recommend the purchase of paperbacks in addition to the regular texts. Class libraries are increasing. The extent to which these practices reduce reliance on the library, or increase it by whetting the appetite of students for more books, enters into the assessment of the library and affects our "de facto" standards.

Another development is the practice, started simultaneously in libraries across the country, of locating study areas in corridors, courts, corners, and other available spaces throughout the campus. This practice is now widespread and is affecting student use of the library. It is also causing some enterprising librarians to place dictionaries and other not easily removable reference works in areas where large numbers of students are studying. The librarian may become peripatetic if this practice continues; he will go where the student is. But what effect does this development have on seating standards? Does this practice affect the importance of the library?

Mechanization in various forms is transforming many library activities. Processing of books by commercial firms reduces the time between ordering and shelving and makes clerical and professional staff available for other tasks. Data processing procedures mechanize clerical tasks and enable librarians to institute "instant retrieval" of resource materials for faculty and students and information for administrative purposes. If mechanization continues, "the library as we know it today," according to one educator, "will be a thing of the past."[7]

In developing these "de facto" standards, junior college administrators also look into the rationale, function, and use of the library. Is it a library or is it a study hall? Should students who wish to use only their textbooks be required to study elsewhere? How many instructors use the library as an adjunct to their instruction? Should all instructors be encouraged to use the library? Is this practical? Advisable? Desirable? Do the students in two-year occupational courses need the same kind and amount of library services as those in transfer programs?

These "de facto" standards are potent. They must not be underrated because they are not in neatly written paragraphs. In all probability, they are more important than the other kinds of accreditation team judgments—recognizing, however, that the other kinds considerably influence the development of "de facto" standards.

Another set of standards for California junior colleges[8] are those established by the Commission for Accrediting Junior Colleges. These standards seem to be objective because they are written; however, they are so general that one wonders how they can be labeled as standards. For example, one sentence reads: "A trained library staff is essential," and another reads, "Library materials should be available in type, number, quality, and recency sufficient to cover, to the extent needed in junior colleges, all fields of instruction." Other general terms are "sufficient space," "reasonable percentage" of student spaces, and "facilitates and encourages student and faculty use." In theory, the avoidance of quantitative standards places emphasis on qualitative measures. In practice, these standards tend to justify and enforce the "de facto" standards, especially in those libraries in which the standards show evidence of innovative practices.

The standards of the American Library Association, the third category, attempt to obviate the difficulties of the "de facto" or the accrediting agency standards by establishing minimum quantitative criteria.[9] Since the sciences have made tremendous progress partly because their researches have been quantified and are reproducible, their methodology was applied to the library. Perhaps this may account for the term, so widely current, "library science."

In our scientific age, quantitative approaches have considerable appeal. They enable a librarian, administrator, or accrediting team to classify a library, with some show of objectivity, as excellent, good, bad, or indifferent. However, in accreditation, junior college administrators look askance at rigid quantitative criteria. Such criteria seem to go counter to the idea of the uniqueness of each college, and to the idea that the college should serve its community. This, in part, accounts for the administrators' uneasiness and dissatisfaction with the ALA standards. Paradoxically, this uneasiness is occasioned by the fear that quantitative standards may be seized as an easy evaluation instrument by accrediting teams. Discussion of the standards was heated during the period immediately following their promulgation, but, as often happens, there were no dire consequences. In fact, most college officers match their practices with those recommended by the ALA. If their practices approach those of the ALA, they congratulate themselves; if not, they rationalize and, more often than not, make changes to conform to them more closely.

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[7] Carroll L. Lang, "Education and Economic Development," *Phi Delta Kappan*, XLVI (May 1965), 469.

[8] Western Association of Schools and Colleges, the Accrediting Commission for Junior Colleges, "Kit of Accreditation Materials, Part One" (Modesto, Calif.: California Junior College Association, 1964, mimeographed), p. S-3.

[9] American Library Association, Association of College and Research Libraries, "ALA Standards for Junior College Libraries," *College and Research Libraries*, XXI (May 1960), 200–206.

In the process of questioning the ALA standards, the administrator and librarian, when preparing for an accreditation visit, must develop a position. If a 20,000-volume minimum seems unreasonable to the administrator of a small college, he must show why. Perhaps he can prove that a fine program is possible with fewer, well-selected volumes. To answer the criticism that the seating capacity in the library does not meet the 25-percent standards, he conducts a survey of the number of students on campus at any one time, the number in class, and the number in the library. And so with the other standards; as one college president expressed it, "I cannot avoid thinking of the standards."[10]

This analysis in itself is a wonderful method of strengthening the library. Instead of debating on a priori judgments or assumptions, one begins to make deductions about the existing practices as measured against the standards. If the practices do not conform to the standards, the question will arise: Has it been proved that the standards are unrealistic? The answer is obviously no; but it cannot be proved that the practices are at fault. Perhaps the librarian might attempt experiments to determine whether or not the practices can be brought up to the standards. If enough colleges conducted such surveys and experiments, a body of information would be accumulated which would be a basis for confirmation, rejection, or modification of the ALA standards. Here, if the process of survey, experimentation, and implementation of the findings is carried out with care, is one of the most significant aids of accrediation in the strengthening of the library. This makes sense if we accept the thesis that "we are not prepared to recognize any single authority or to commit ourselves permanently to any one doctrine or document, including our own. In fact, we are not convinced that there are single answers to many of the significant questions in higher education."[11]

So, despite the criticism of quantitative standards, they have been salutary in the evaluation of the various aspects of the library and as aids in strengthening the library. Quantitative standards act as a counterbalance to "de facto" and to generalized standards.

ACCREDITATION AS BULWARK AGAINST ATTACKS

As an aid in strengthening the library, accreditation has made a major contribution in modifying popular misconceptions that the library is "so mechanized and routinized, so aloof from the ordinary concerns of men, that its affairs might be administered in the course of the morning shave."[12] It has counteracted the idea so current "in the public mind [that] librarianship [is] a kind of American Foreign Legion, the officially recommended 'way out' . . . for battered teachers who want to escape the classroom, for people in business who buckle under the stress of competition, and for all those college graduates who have never quite figured out what to do with themselves."[13] Additionally, accreditation has acted as a deterrent to excessive cuts for library budgets during retrenchment periods.

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[10] James S. Coles, "A College President and the Standards for College Libraries," *College and Research Libraries,* XXII (July 1961), 268.

[11] Jones, p. 273.

[12] David C. Mearns, note appended to "The Brush of a Comet," *The Atlantic,* CCXV (May 1965), 91.

These attitudes have not completely disappeared. Even some of our junior college classroom professional organizations think of librarians as nonproductive members. In the law specifying that 50 percent of the operating budget must be allocated to salaries for instructors, librarians are not classified as instructors! But progress in changing these attitudes has been made, and accreditation has been instrumental in this progress.

In a more indirect but subtle manner, accreditation aids the library in withstanding the many pressure groups "who believe that they have an inalienable right to use the library as their own personal propaganda and a concomitant right to censor out any materials presenting an opposing view."[14] When these groups strike, the librarian and administrators have, in addition to their own convictions, the backing of accreditation standards concerning unwarranted interference in the selection and retention of books. Governing boards are sometimes more responsive to accreditation standards than to their librarians and administrators in this sensitive area.

CONCLUSION

Accreditation is an important aid to strengthening the library. Even after accepting limitations of accreditation, such as the possibility that quantitative standards might lead to stratification, and that the standards give ideas as to what a library should be, if not necessarily with what it ought to do,[15] we can point to the following in support of accreditation:

1. It provides (at least in California) for a self-study at least once every five years.
2. It provides a parallel study by an outside group.
3. It provides opportunity for formal and informal exchange of ideas between staff and evaluators.
4. It requires response to suggestions and recommendations of the accrediting group.
5. It preserves the library from undue restrictive practices when financial resources are low.
6. It forces librarians and administrators to accept or to establish standards for financing, acquisition, services to students and staff, facilities, etc.
7. It reinforces the principle that libraries should be staffed and managed by professionally trained librarians.
8. It helps the librarian to withstand unwarranted censorship by community pressure groups.

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[13] Margaret Bennett, "Don't Give Us Your Tired, Your Poor," *The Atlantic*, CCXV (May 1965), 93.

[14] Bennett, p. 95.

[15] Jones, p. 273.

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Occasional Reports from UCLA Junior College Leadership Program:

1. Frederick C. Kintzer. *Faculty Handbooks in California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 1), Los Angeles: University of California, Los Angeles, 1961. Price, $1.00.
2. Frederick C. Kintzer. *Board Policy Manuals in California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 2), Los Angeles: University of California, Los Angeles, 1962. Price, $1.00.
3. *Institutional Research in the Junior College—A Report of a Conference* (Junior College Leadership Program, Occasional Report No. 3), Los Angeles: University of California, Los Angeles, 1962. Price, $1.50.
4. Frederick C. Kintzer. *President's Reports in American Junior Colleges* (Junior College Leadership Program, Occasional Report No. 4), Los Angeles: University of California, Los Angeles, 1963. Price, $1.50.
5. *Establishing Junior Colleges* (Junior College Leadership Program, Occasional Report No. 5), Los Angeles: University of California, Los Angeles, 1964. Price, $1.50.
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7. B. Lamar Johnson, ed. *New Directions for Instruction in the Junior College* (Junior College Leadership Program, Occasional Report No. 7), Los Angeles: University of California, Los Angeles, 1965. Price, $2.00.
8. B. Lamar Johnson, ed. *The Junior College Library* (Junior College Leadership Program, Occasional Report No. 8), Los Angeles: University of California, Los Angeles, 1966. Price, $2.00.

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